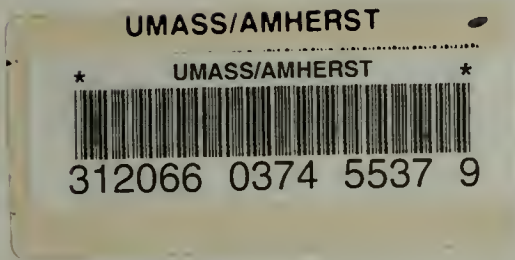


MASS. EDI.2: C38 / ~~MASS~~ South Shore

# *South Shore Charter School, Inc.*

*Developing A New Type of Public School to Serve the South Shore*



## **Final Charter School Application**

Prepared For The

Board of Trustees Of The

**South Shore Charter School, Inc.**

By

**Dovetail Consulting**

**October 15, 1994**

# *South Shore Charter School, Inc.*

*Developing A New Type of Public School to Serve the South Shore*

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Congressman Gerry E. Studds, Plymouth	
Suffolk University, Boston	
Town of Hull Town Manager, Hull	
Very Special Arts Massachusetts, Boston	



# South Shore Charter School, Inc.

*Developing A New Type of Public School to Serve the South Shore* October 15, 1994

## Board of Trustees

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Josephine Loughnane, Ed.D.  
Hull Public Schools Teacher

François Martel, Ph.D.  
AeroAstro Inc. & M.I.T.

Regina Harte Ryan  
Ryan Communications

## Partner Organizations

Arts In Progress, Inc.  
Blue Ice International, Inc.  
Cohasset Knoll Rehabilitative  
and Long Term Care Center  
Dovetail Consulting  
Fit For Success, Inc.  
Hull Council For Business &  
Cultural Development, Inc.  
Ma. Alliance Against Violence  
Massasoit Community College  
National Academy Foundation  
New Heights School, Minnesota  
Norwell Commission On Disability  
Our Town, Inc.  
Plymouth Philharmonic Orchestra  
Saint Communications, Inc.  
Sandcastle Associates, Inc.  
Suffolk University  
Theodore S. Samet Company  
Very Special Arts Mass., Inc.

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

Dear Secretary Robertson:

We propose that you grant a K-12 charter to the public South Shore Charter School to open in Hull with 150 students in September of 1995 and to expand to 400 students in September of 1996.

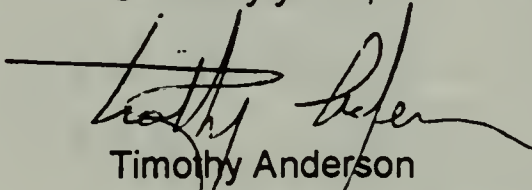
For our first year, we are proposing to open with forty-two K-2nd graders and one hundred and eight 6th-12th graders most of whom we expect to be from the 7th-10th grades. Based on the annual determination of the parents and of our School Councils, we anticipate that we will gradually expand to cover all of the years between K-12th grade. In our first year, all students will be in multi-grade classrooms. As we gradually add 3rd, 4th, and 5th grades, we will need to determine how to best respond to the educational needs of these grades.

We are interested in piloting a student-centered, school-to-work model with emphasis on four areas of interdisciplinary, community service learning projects with a wide variety of parents and experienced practitioners being very actively involved in the educational process. We will use the projects and their related apprenticeships to integrate the needed academic disciplines with the career skills that American education has been lacking. This model will teach the team work, communication, and critical thinking skills not being found by businesses in today's public school graduates. It will also allow for expanded mathematics, science, and language studies for those students who want to be able to compete with well-prepared foreign students in today's colleges & universities.

Among the projects being worked on by the older students will be early childhood development through which they will work with the K-2nd graders who will be learning using a similar approach. The two age groups will meet together frequently and will learn from and about each other.

This process was developed by Dovetail Consulting through their work over the past seven years with several Massachusetts public school systems and several regional and national nonprofit organizations. Dovetail is our founder and lead partner. The Board of Trustees have entered into an annual grant-funded contract with Dovetail Consulting to continue to develop this Charter School.

Sincerely yours,



Timothy Anderson  
Board Chair & Headmaster



# Commonwealth of Massachusetts

## Executive Office of Education

### *Charter School Application Designated Contact Person*

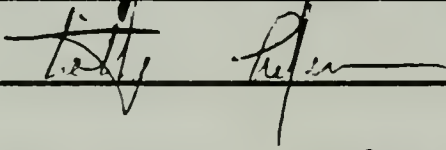
Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education  
ATTN: Charter Schools  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

Tel: (617) 727-1313

*Please print or type:*

Name of organization/group filing for charter school status

Contact Person Name:	Timothy Anderson	
Signature:		Date: 2/15/1994
Title:		
Address:	936 Nantasket Ave.	
City:	Hull	
State:	MASS.	
Zip:	02045	
Telephone:	617 925-3078	
Fax:	617 925-9818	



# Commonwealth of Massachusetts

## Executive Office of Education

### Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

Name: Timothy Anderson Signature: Timothy Anderson Date: 2/15/94  
Address: 936 Nantasket Ave City: Hull State: MA Zip: 02045  
Tel: 617 925-3078

Name: Ronnie Cooney Signature: Ronnie Cooney Date: 2/15/94  
Address: 936 Nantasket Ave City: Hull State: MA Zip: 02045  
Tel: 925-3078

Name: Frederick Pratter Signature: Frederick Pratter Date: 2/15/94  
Address: 939 Nantasket City: Hull State: MA Zip: 02045  
Tel: 925-1380

Name: MARILYN SEASTONE PRATTER Signature: Marilyn Seastone Pratter Date: 2/15/94  
Address: 939 Nantasket Ave City: Hull State: MA Zip: 02045  
Tel: 925 1380

Name: Jo Dougherty Signature: Jo Dougherty Date: 2-15-94  
Address: 450 W. Main St City: Hull State: MA Zip: 02045  
Tel: 925-0253

Name: David T. Williams Signature: David T. Williams Date: 02/15/94  
Address: 136 Hampton Court City: HULL State: MA Zip: 02045  
Tel: (617) 984-1654

Name: David P. Marulli Signature: David P. Marulli Date: 02/15/94  
Address: 116 Liberty Bell Cir. City: Weymouth State: MA Zip: 02189  
Tel: (617) 925-3000

Name: Michael J. Savage Signature: Michael J. Savage Date: 2/15/94  
Address: 38 Sh. Rd. Collaborative City: Hingham State: MA Zip: 02043  
Tel: 749-7515

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

SOUTH COASTAL  
SERVICE DELIVERY AREA





# *South Shore Charter School, Inc.*

*Developing A New Type of Public School to Serve the South Shore*

## **Part I**

### **1. Mission**

To provide each student with an education which fosters initiative, critical thinking, leadership, team work, and communication, and which promotes life skills for individual achievement in education, career, community, and life.

We will use the projects and apprenticeships to integrate learning, encourage daily reading and writing, and motivate achievement in academic and skill competencies for college, work, and life. Our student projects and apprenticeships are in the areas of *environment, human service, communication, and entrepreneurship*. Students choose projects within each of these areas in which they are interested and our teachers encourage them to branch out and not avoid things that they will need to know in the future. Groups of students working together on projects are encouraged to work as a consulting team on the project with their work completed to the client's satisfaction.

Our projects place the student at the center of a diverse and mutually-respectful educational community of teachers, parents, inter-generational community volunteers, and experienced practitioners who all act as general coaches and student advocates. We encourage and assist heavy parent and other adult reinforcement of students as workers through extensive student writing and reading. Our approach is reinforced by the resources of many college, nonprofit, and business partners. We use these active, daily partnerships to connect our students' learning with the current needs of the marketplace on the South Shore. Our initial partners with which we have reached partnership agreements are listed on our letter head.

Our students are encouraged to progress at their own speed to cover all of the academic and career competencies that our curriculum requires for their age level. They will spread their work over an extended-day and extended-year schedule. Their individual progression is regulated by their demonstrating their competency through presentations to their teachers, standardized tests, portfolio assessments, and regular exhibitions of mastery. All of this will be tracked by an interactive computerized system. The exhibitions of mastery are interdisciplinary before diverse panels of internal and external practitioners in the academic and life competencies being demonstrated.

We work to foster character, initiative, leadership, problem solving, critical thinking, team work, and communication as well as academic skills in math/science/technology, the humanities, and communication. As incentives, high school aged students may earn transferable college credit from Suffolk University and Massasoit Community College for some of their work and may also qualify for paid apprenticeships on their own projects or in area organizations.

Many of the individual components that form the educational process upon which this Charter is based are drawn from projects developed and piloted by Dovetail Consulting in traditional public schools. However, the projects and career skills have never been able to be integrated

with the academic disciplines because of the culture and schedules of the traditional public schools.

The Board of Trustees of the Charter School are committed to continuing to attempt to forge a working relationship with the Hull School Committee and with the other School systems from which our students decide to attend the Charter School. We will develop our process and curriculum in such a way that it can be used by any traditional public school. Our Trustees wish to minimize economic damage and ensure that the unique resources and opportunities offered in the legislation creating a Charter School result in improved education for all of the students of the South Shore. We hope that when the initial resistance to the Charter Schools from within the traditional public schools decreases, we will be able to rotate large numbers of South Shore teachers through the Charter School so that they can try out new approaches in a supportive environment and by providing professional development services to all interested South Shore teachers and extra-curricular enrichment programs and some apprenticeships to interested South Shore students who do not elect to enroll in the Charter School.

In all ways the South Shore Charter School will be a public school, it is only different in its entrepreneurial approach to management as encouraged by the Commonwealth in an effort to experiment with new approaches to improve education.

## 2. School Objectives

### South Shore Charter School Model

- Student-Centered
- Project-Based
- Apprenticeships
- Communication Skills
- Initiative Taking
- Parent Reinforced
- Leadership Skills
- External Certification
- Student As Worker
- Peer Tutoring
- Heterogeneous Grouping
- Job Incubators
- Technology Dependent
- Foreign Language Option Every Year From Primary School Until Graduation
- Unlimited Advanced Levels of Mathematics and Science
- Community-Dependent
- Interdisciplinary
- Team Work
- Critical Thinking
- Career Preparation
- Serving Community Needs
- Community Service
- Service Learning
- Teacher As Coach
- Cooperative Learning
- Inter-generational Learning
- Literature & Writing
- Exhibitions of Mastery

The academic objectives of this new model are as follows:

1. To better respond to the problems of many American high school graduates needing to be retrained by business because in neither high school nor college have they developed strong skills in communication, team work, and critical thinking.
2. To develop an educational experience that motivates students, answers their question about why they need to learn things, and is based on mutual respect and individual initiative.



3. To find ways to return parents and community partners to a strong role in reinforcing and participating in the education of their children.
4. To make available advanced science and mathematics education which is equal to that offered by other technologically advanced countries.

To accomplish these objectives, Dovetail decided that all of the projects that would be selected to reinforce and motivate the students' learning needed to be interdisciplinary.

Gradually, a series of experiences evolved that depended heavily on expert, community "outsiders" to the traditional educational process. These professionals are selected because of their interest in improving education and because they are current with work place requirements of today in the specific discipline areas in which we focus. These external resources include nonprofit organizations, colleges, businesses, parents, and community members.

Among the organizational partners and staff recruited by Timothy Anderson, our new project-based model now has the capacity to assist students in about 85 large and small projects focused in our four project areas of *communication*, *environment*, *human service*, and *entrepreneurship*.

The criteria that we have used in selecting the areas for projects included the following: projects that respond to community needs, have sufficient complexity that they would be good educational experiences, be of interest to the participating students, and be an area in which we could build sufficient capacity from our external partners and from our participating certified teachers. We also sought projects in areas that would prepare participants for careers identified in the "Blueprint" of future job growth developed by the local Regional Employment Board.

In addition to being responsive to market forces in the selection of our projects, we developed the model to prepare the participating students for careers through career planning and reinforcing professional work habits. Their individual contracts will clearly explain their responsibilities to remain in the Charter School. For example, in the past, Corpsmembers knew that they could be fired from the Corps for not keeping focused on their academic studies. In the first year, each student's contract calls for them to learn the basics and select a "major" area of concentration and related projects. In the second year, the students' contracts call for them to take on managerial roles, show more initiative, and develop projects of their own. This approach was successful - except for our inability to get the Hull Public Schools to support the integration of academics.

A major focus of the Corps was to keep the Corpsmembers writing regularly about their experiences. Each one writes an individual weekly and quarterly summaries and they participate in teams writing the annual report. They also wrote materials for community presentation, press releases, and materials that summarize the findings of the research they have conducted on their project. Within the *communication* projects, we will be developing a pilot of an "electronic mentor" program to provide external community editors for students via electronic mail.

Under the Charter School, we will reintroduce the notion of a Senior Thesis that will synthesize all that they have learned and defend their point of view on an issue to a group of outside experts. One of the partners that Timothy Anderson originally recruited for the Hull Public Schools has provided a scholarship as a reward for such a thesis. As they now have also agreed to be a partner with the Charter School, their scholarship for the thesis will be open to



any public high school student in Hull from either the Hull Jr./Sr. High School or the Charter School's Secondary School.

In order to be student-centered, the participating high school students were formed into a Board of Directors to guide the delivery of teaching in a way that they could best learn. The Board meets formally once a week to vote on policy, schedule, amendments to their constitution, non-personnel budget, recruitment, and discipline.

Some of the external certifications that the participants receive include letters from the Board of Selectmen, college certificates, and state certificates for being Community Access Monitors.

At first the projects were developed as "educational plug-ins" for the local high school that were offered after school and on weekends as enrichment programs. Some of these programs granted college credit. Within the first three years, we plan on having those students who are college bound leave the Charter School with an average of 15 to 30 college credits and a strong team backing their educational aspirations. For most of them this would be quite different than what they would face without this Charter School.

### **3. Statement of Need**

We begin this Charter School with a strong sense of loyalty to and affection for Hull and all of its students and parents. The Board of Trustees of the South Shore Charter School are committed to improving the education of all of Hull's students using the unique opportunities provided by the Commonwealth through Charter Schools. We are committed to trying to build a partnership and to minimizing the negative financial impact on the Hull Schools while using the Charter School to leverage new programs and services for all of the students of Hull.

During the previous five years, the Hull Public Schools piloted an amazing mix of innovative and educationally successful programs. These helped to raise the local schools from a source of concern to a source of pride for the local community. However, even with these strides, the Hull Public Schools are faced with many of the same intransigent problems faced by public schools across the Commonwealth and across the country. These problems can best be summarized as the following challenges:

- How to get teachers to encourage and accept parents and community members as needed players to reinforce the educational mission of the schools?
- How to get teachers to make the major changes required?
- How to change traditional (and sometimes negative) cultures in schools?
- How to increase the expectation of excellence among parents, students & teachers?
- How to answer the students' question of "Why do I need to know this"?
- How to teach the critical thinking, team work, and communications skills that are required by business?
- How to prepare students so that more of them will attend and remain in college?
- How to teach character, initiative, honesty, and the work ethic?



- How do we integrate project-based learning with academic learning when many teachers do not support heterogeneous grouping or are threatened by project-based learning?
- How to capitalize on the strong community interest of professionals willing to volunteer when many teachers are threatened by their arrival?
- How to encourage schools to hear and adapt to the changes in the market place?

The Dovetail Consulting has piloted successful responses to each of these challenges but we have never been allowed by the culture and schedule of the Hull Schools to integrate the academics with the projects and career skills.

The Charter School allows us to finally integrate these experiences for interested students. We believe that the potential is very strong.

In addition to helping all Hull students, we also see a range of exciting regional programmatic potentials before us if we are designated a Charter School. We will pilot new models for integrated K-2 education. We will seek to develop our interdisciplinary project-based learning pilot at the 6th to 10th grade levels as a regional model for school-to-work transition as well as for community service learning. The Charter School can make successfully piloted programs available to other school districts and to adults from surrounding communities through community education and elder hostels. We plan to open to aggressively market a "junior year abroad" program to juniors from across the 22 school districts from the area represented by the South Coastal Regional Employment Board. The Charter School will also provide us with the vehicle to offer programs that will help schools throughout the South Coastal region to improve the linkages between the employment and training system and their own educational system. We have briefed the South Coastal Regional Employment Board and staff of the Massachusetts Jobs Council on this initiative.

Currently, the Corps has been de-funded by the Commonwealth. While it was in operation, it was treated by the Schools as an after school program that was never integrated with the academics even though two Superintendents had promised to do this. This proposal allows for the reinforcement of the student's needed academic learning by the interdisciplinary project-based learning that Timothy Anderson piloted for the Hull Public Schools through the Corps. This will increase the students' motivation and allow them to understand the application of and need for what they are learning in the complexity of reality. This combined with the rich array of external resources from colleges, businesses, nonprofits, and the community will inform and challenge the students. The external resources will help the Charter School to develop new ways to teach literature, writing, and foreign languages and reinforce math, and, science, social studies, and English.

## **4. School Demographics**

**A.** The South Shore Charter School will be located in Hull, Massachusetts. We hope to be able to draw student from across the South Shore. Initially the buildings will be at 2/4 Samoset Ave. for the Primary School and at A Street On The Bay for the Secondary School.

**B.** The criteria that we are using to identify the building's location are: the ability to allow for separate spaces for the initial K-2 and the 6th-10th grade programs; accessibility to people with disabilities; adequate space for maximum community and parent involvement; space for expansion into job incubators; space that is proximate to environmental research sites; space that will be inviting to students from wealthier communities; space from which community



programs can offered including elder hostels and college satellite programs; and space that can be used as office cubicles for student project teams and then be opened up for exhibitions of mastery and classroom lectures.

C. Initially, we expect that most of our student population will be from Hull and will have less economic resources and lower expectations for college and careers than students from surrounding communities. Their educational experience has not prepared them to exercise much in the way of initiative, team work, critical thinking, or communications skills. Because of the racial composition of the area around Hull, the students will be predominantly white.

D. We plan to initially have 150 students in September of 1995 and then to expand to 400 students in September of 1996 as described in the attached student attendance projection page that is part of the **Budget Section**.

E. One hundred and eight 6th to 10th graders and forty-two in two K-2 classes. Several times during the eight months between our initial designation and this final submission, the Charter School attempted to discuss targeting the initial student age range so as to minimize the adverse impact on the Hull Public Schools. They have declined to talk in any substantive way.

## **5. Recruiting & Marketing Plan**

Since we initially were designated eight months ago, we have received a great deal of press coverage in Hull. At first, most of it was negative as the Superintendent, School Committee, and the union leadership determinedly opposed the Charter School using the local press. Gradually, this negative coverage has evolved into more balanced and unbiased coverage. Over the last couple of months, the press has begun printing press releases that presented some of the positive developments that have occurred as we have begun to expand our Board of Trustees, offered college courses, and held educational events in other South Shore Towns. The result of the controversy is that everyone with children in Hull knows about the Charter School, it is now a matter of getting out the facts about the Charter School to the parents. So far, we have had expressions of interest from 50 parents. Most of these have been from Hull. In order to achieve more of a balanced mix of students from across the South Shore, we have begun placing the first of 6 paid advertisements in the local newspapers of eight communities around Hull. Next, we will host additional events in these same communities and attract new Trustees from each of these communities. We have just added parents from Cohasset and Norwell to our Secondary School Council.

Each year, about twenty Hull parents request access to the classroom of Dr. Josephine Loughnane who, we hope, will be the full time K-2 Head Teacher in the Charter School. In November or December, the Charter School will also begin to offer enrichment programs for interested students from surrounding communities. These will be in the form of weekly Saturday sessions and full weeks during vacation weeks. Massasoit Community College is offering eight new college courses at the Charter School beginning in January.

We also expect that once the Secretary has actually granted the Charter, the media will begin to help us to get the word out. We are ready for this with press releases and considerable past experience in generating positive press to get out our story in the best possible light.

At the end of this Part I, a copy of our present recruitment flyer describing our approach and pre-application information is attached.



# *South Shore Charter School*

## **Student Admissions Plan As Of 1/10/95**

**OUR MISSION:** To provide each student with an education which fosters initiative, critical thinking, leadership, team work, and communication, and which promotes life skills for individual achievement in education, career, community, and life.

The following admissions policies further the mission of the South Shore Charter School by allowing for a test of our educational practices with a heterogeneous group of students. We are interested in demonstrating that our curriculum and approach can be adapted to any public school population and result in improved teaching and learning. We will not discriminate based on prior academic performance.

The students who are entering 6th grade or above will also be asked to write a letter explaining their reasons for wishing to attend the Charter School and ways in which they have helped others. Their letter should be co-signed by a parent and have a copy of the student's resume attached. We will hold a workshop for interested 6th-10th grade students and their parents before each set of lotteries. These sessions will include assistance from our staff and from college volunteers from Suffolk and Massasoit. For a student to be considered for acceptance to the Charter School, the parents or legal guardians of prospective students will write a brief letter of why they would like their child to be in the Charter School and how they might be helpful in their student's education. If a parent or guardian is unavailable, the student may substitute an advocate. We will help any student recruit an appropriate advocate. During the workshops, we will have separate sessions for students and parents (or advocates). Prior to being included in the lottery and after the applications are complete, pairs of parents and students will have interviews with our teachers in which the parents and students will agree to help to develop and co-sign individual contracts and individual education plans. Parents will agree to have brief weekly communication with one of their child's teachers and to be strongly involved in the education of their child.

6th-12th grade students will be screened by the Selection Committee based on their letters, resumes, and interviews. The Selection Committee interviewers for all students will use the following criteria to determine if a student is qualified to be accepted into the Charter School:

- Student's understanding, interest and commitment to Charter School's process;
- Student's prior experience of doing something for others;
- Student's perceived capacity to help in at least one of the four project areas;
- Commitment of parent or guardian or other adult advocate to helping out;

- Student's capacity to work as a member of a team;
- Student's maturity, motivation, initiative, and leadership potential;
- Student's interest in participating in school-to-work programs;
- Student's finding learning in at least one academic discipline fun; and
- Student's ability to make the School more diverse.

From October through January, we will continue to hold student and parent briefings, open houses, and workshops for the 6th-12th grade students on their required application letter and resume. During February, we will formally post and publicly advertise the admissions process in Hull and in all of the communities around Hull and hold the required parent and student interviews. After the initial screening process to determine which interested students are qualified, the Admissions Sub-Committee of the Charter School's Board of Trustees will submit their names by age level to an independent selection panel or CPA Firm on April 1st.

The numbers of students to be admitted by each age level in the chart below will be finally set prior to April 1st by a vote of the Board of Trustees in an open meeting. The total number of students will be 150 in Year 1 and will not exceed 400 in the subsequent years unless our ceiling is increased by the Massachusetts Secretary of Education.

<b>Grade</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Kindergartners	21	36	35	34	33
1st Graders	21	36	35	34	33
2nd Graders	20	36	35	34	33
3rd Graders	0	31	32	33	33
4th Graders	0	31	32	33	34
5th Graders	0	30	31	32	34
<b>Subtotal:</b>	<b>62</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>
6th Graders	21	40	30	30	30
7th Graders	21	40	30	30	30
8th Graders	16	40	30	30	30
9th Graders	10	25	30	30	30
10th Graders	10	20	30	30	30
11th Graders	5	20	25	25	25
12th Graders	5	15	25	25	25
<b>Subtotal:</b>	<b>88</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>

On April 1st, we will make final selections. If there are more qualified students from Hull than the Board-approved number of seats in any age level, we will hold a lottery for that age level. If there are seats in any age level(s) unfilled by Hull students on April 1st, we will then fill them with non-Hull students. If there are more qualified non-Hull students than seats, we will then hold a lottery among the qualified non-Hull students.



In the event of a lottery being needed on April 1st, the following conditions will apply:

- A Certified Public Accountant from the public accounting firm of Theodore Samet Company of Newton will oversee the lottery process to ensure the impartial selection from among the qualified students and to resolve any disputes.
- Each interested family member shall have a separate entry in the lottery.
- Once any sibling is admitted in an age group for which no lottery is needed or drawn early in a lottery, all interested siblings from that family will be admitted.
- The lottery will be conducted for each age group separately by a CPA from Theodore Samet and/or an elected or appointed member(s) of a Town Board or Committee (not having interested children) or an executive(s) from a Newspaper drawing all of the index cards out of a closed and shaken basket containing the cards for that age group only and writing the names down in the order in which they are drawn.
- Each white index card shall be the same size and identical and shall list one interested student's name and age level and whether the student has any interested siblings.
- The number of students set by the Board for each age level needing a lottery will be admitted (1) from any siblings admitted in age levels not needing a lottery, (2) listed high on the list of an age group needing the lottery process, and (3) from the list in the order drawn.
- Because of the impact of our automatically accepting siblings, no student shall be deemed admitted until the entire process is completed.

In the case of a lottery, students from age levels using lotteries who were not admitted on April 1st will be kept on a numbered list to fill any vacancies that may occur during the course of the school year.

After the selection process and/or lottery is completed, parents of students who have been selected will be asked to sign the student transfer form required by the Massachusetts Department of Education. We will submit all of these signed transfer forms to the Secretary and the Commissioner of Education prior to April 15, 1995.

Admissions Sub Committee: Josephine Loughnane, Ed.D. a Hull Public School teacher who we hope will be the Head Teacher for the Primary School and is a Hull parent; Debra Kirby, Ph.D. who is a researcher for the Harvard Medical School and a Hull parent; Jananne Cannon, a School-To-Work specialist and Belmont parent who will be our Secondary School's School-To-Work Counselor; Walter Johnson, Ph.D., the Chair of the Physics and Engineering Department at Suffolk University who is the Chair of our Secondary School Council and a Cohasset parent; Michael Booker, a Hull student and Trustee; Sherry Fine, a school psychologist for the Boston Public Schools and a Brookline parent; and Dennis Zaia our Curriculum Development Consultant for the Secondary School. We will also include two more teachers and another non-interested student.

This selection process will be accomplished by using the above criteria for filling the age groupings from Hull. If there are any of the seats still open, we will then accept students from other South Shore Communities.

Our plan is to hold the student and parent briefings from October through January. During February, we will formally post and advertise the admissions process and hold parent and student interviews. On April 1st, we will make final selections, holding a lottery for Hull students if we have more than our target number per grade level who are qualified or holding a lottery among qualified students from outside Hull if we have remaining vacancies.

We would like to hold an early selection for a portion of the Hull pool if the Secretary finds that this would be binding.

After the selection process and/or lottery is completed, parents of students who have been selected will be asked to sign the student transfer form required by the Massachusetts Department of Education. We will submit all of these signed transfer forms to the Secretary and the Commissioner of Education prior to April 15, 1995.

See  
Previous  
Pages

All of the above information will be distributed to interested parents and students prior to the selection process and/or lottery. This process will be aggressively advertised in the local press and via brochures following announcement of our having received a Charter.

Students not selected in the lottery will be kept in a numbered list to fill any vacancies.

Admissions Sub Committee: Josephine Loughnane, Ed.D. a Hull Public School teacher who will be the Head Teacher for the Primary School and is a Hull parent; Jananne Cannon, a School-To-Work specialist and Belmont parent; Walter Johnson, Ph.D., the Physics and Engineering Department Chair at Suffolk University who is the Chair of our Secondary School Council and a Cohasset parent; Michael Booker, a Hull student and pending Trustee; Sherry Fine, a school psychologist for the Boston Public Schools; and Dennis Zaia our part-time Curriculum Coordinator. It has been reviewed by our current *Apprentices* in the areas of *communication, environment, and human service*

## 7. Profile of Founding Coalition

### 7A. Board of Trustees

<b>Timothy Anderson</b> Board Chair	Hull Parent, President, Dovetail Consulting Community Service Project Director, National Academy Foundation Managing Director, Hull Council For Business & Cultural Develop.	(1996)
<b>Michael S. Nuesse, Esq.</b> Clerk	Hull Parent; Attorney; Director, Hull Council For Business & Cultural Development; Former Chair, Hull Conservation Commission; Zoning Board of Appeals Members	(1996)
<b>David T. Williams</b> Treasurer	Environmental Science Coordinator, Quincy College	(1994)
<b>Walter H. Johnson, Ph.D.</b> Secondary School Chair	Chairman, Physics & Engineering Department, Suffolk University, Cohasset Parent	(1995)
<b>Debra Kirby, Ph.D.</b> Primary School Chair	Researcher, Harvard Medical School, Hull Parent	(1995)



<b>Francine F. Townsend</b> <b>Development Chair</b>	Vice Pres., Sandcastle Associates, Hull Parent, Former Member of Hull School Committee, Co-Founder & Treasurer of Hull Council or Business & Cultural Development, Former Teacher	(1996)
<b>Jean L. McCluskey</b> <b>Nominating Chair</b>	Vice Pres., Director, Project Management, Stone & Webster	(1996)
<b>Jananne S. Cannon</b>	Parent, Vice President, Dovetail Consulting Former Director, Suffolk Univ. Management Develop. Center Former Asst. Dir., Northeastern Univ. Management Devel. Center	(1996)
<b>Michael N. Booker</b>	Hull High School Student & Hull Environment and Service Corpsmember	(1995)
<b>Wayne W. Eckerson</b>	Parent, Former History Teacher, Coach, and Guidance Counselor, Senior Editor & Senior Consultant, Patricia Seybold Group	(1997)
<b>Pamela A. Ellis</b>	Director, Mass. Student Alliance Against Violence & Racism Norfolk County District Attorney's Office	(1995)
<b>Elliot Gabriel, Ed.D.</b>	President's Liaison, Suffolk-Hull Public Schools Partnership Associate Dean of Students, Suffolk University, Parent	(1995)
<b>Richard L. Gingras</b>	Group Leader, Worldwide Services, Apple Computer, Parent	(1997)
<b>Carl F. Kowalski, Ph.D.</b>	Special Assistant to the President, Massasoit Community College, Parent, Chairman, Whitman-Hanson School Committee	(1995)
<b>Jo Loughnane, Ed.D.</b>	Hull Parent & Kindergarten Teacher, Hull Public Schools	(1995)
<b>François Martel, Ph.D.</b>	AeroAstro, Inc. & M.I.T. Scientist, Hull Parent	(1996)
<b>Regina H. Ryan</b>	President, Ryan Communications	(1997)

## **7B. Group Background**

Dovetail Consulting recruited and is leading a strong consortium of students, parents, community members, educators, students, and organizations including the following:

- Arts In Progress, Inc., Boston
- Blue Ice International, Inc., Washington D.C.
- Cohasset Knoll Rehabilitative and Long Term Care Center, Cohasset
- Dovetail Consulting, Hull
- Fit For Success, Inc., Cohasset & Los Angeles
- Hull Council For Business & Cultural Development, Inc., Hull
- Massachusetts Student Alliance Against Violence And Racism, Quincy
- Massasoit Community College, Brockton
- National Academy Foundation, New York City
- New Heights Charter School, Stillwater, Minnesota
- Norwell Commission On Disability, Norwell
- Our Town, Inc., Hull
- Plymouth Philharmonic Orchestra, Plymouth
- Saint Communications, Inc., Hingham

- Sandcastle Associates, Inc., Hull
- Suffolk University, Boston
- Theodore S. Samet Company, Newton
- Very Special Arts Mass., Inc., Boston

During the last several years, the Hull Public Schools, Suffolk University, Dovetail Consulting, and the Hull Council for Business & Cultural Development have been developing and piloting an innovative alternative interdisciplinary, project-based educational experience for interested high school students that integrates work and learning. Over the last two full school years, Timothy Anderson developed it into a pilot program called the Hull Environment & Service Corps. The Corpsmembers received general background in *human services*, *environment*, and *communications* and then formed crews around specialty areas. These crews selected and designed challenging projects.

We were able to test many of the processes and concepts for the South Shore during our two years developing, operating, managing, and staffing the Hull Environment & Service Corps. This model was developed and was managed by Dovetail for the Hull Public Schools. Elements of it were accepted as a model by the Superintendents of several South Shore school systems during work by Dovetail with the South Shore Educational Collaborative. It was also drawn from Timothy Anderson's consulting experience with over 300 organizations.

The Corps was the first Youth Conservation Corps in the U.S. attached to a public high school. The Corps sought to help students become life long learners and active citizens with creative problem solving, team work, communication and workplace skills. Its program was designed to better prepare the participants in developing initiative, leadership skills, and strong work competencies. This program was student-centered education that combined service learning, externally "judged" experiential learning, and interdisciplinary learning to better prepare students for life, college, and careers.

While this proposal has really been gradually developed over the past five years; during the past year, its development has been advised by several meetings with students and parents experienced educators, teachers, professionals from the community, and a wide array of nonprofit partner organizations. Letters of commitment and support are attached along with signed petitions of local community support. We were disappointed by the Hull Public Schools unwillingness to work with us to develop this exciting innovative lab school for improving all of public education. We are proud that this important new institution will be located in Hull.

The nucleus of the members of the Board of Trustees first began meeting five years ago, at the invitation of Timothy Anderson, as the Advisory Board for the proposed Hull Environmental High School. Together, with the strong backing of the then Hull School Superintendent, Claire Sheff, we attempted change from within the existing structure and culture of the Hull Public Schools. It was the unwillingness of the building's administration and staff to actually change the established, traditional schedule and culture of the building that has lead to the Charter School.

During this same period, others met with Claire Sheff and Timothy Anderson on these issues for five years as members of the Hull Council for Business & Cultural Development, the Local Education Foundation during her Superintendency. Together, they were highly successful at building a positive climate for change and in attracting considerable new resources. Several of the other members of the Trustees assisted Timothy Anderson in developing the predecessor to the Corps and then ultimately the Hull Environment and Service Corps.

## 7C. Future Plans



We hope that your designation of us as a Charter School will allow us to attract new partner organizations that have been difficult to recruit because of Hull's location and its absence of any industry or businesses other than restaurants and small stores. Our team will continue to constantly, aggressively approach new partners as we have for education of our children during the past five years. We would expect that by the time that we open in September of 1995, we will have recruited one or two more college partners to join Suffolk University and Massasoit Community College. We would also expect that we would have far more success with private and public funders than we have had so far.

A major long range goal is for us to jointly develop a campus in Hull, on the borders of our contiguous communities, that we would share with our college partners.

## 8. Timetable

We will open the doors of the South Shore Charter School on Friday, September 1, 1995. We have already piloted nearly every aspect of the Charter School and worked with almost all of the initial staff. Our major efforts remaining between now and our opening day are:

- **Curriculum Development:** We will continue our semi-monthly meetings of our Primary School Council and of our Secondary School Council for the next several months. By December, we plan to complete our definition of our school's "Common Core of Learning". During December through March, we will formally define the best teaching methods to accomplish this. From April through August, we will work with the teachers to integrate, wherever possible, the academic disciplines and career competencies with our four project areas.
- **Student Recruitment:** We will recruit more Trustees, committee and Council members from neighboring towns, seek positive press coverage of our developments, pilot some of our programs with the public on Saturdays and during vacation weeks, offer more college courses, place monthly paid advertisements in the papers of the towns near Hull, speak in surrounding towns, and appear on regional cable TV programs, and continue our weekly house parties with parents with a special focus outside of Hull.
- **Computerized Personalized Learning System Development:** During the next six months, we will conclude the design of our system and begin the development so that it will be in place to be piloted before the opening day.
- **Public & Private Grant Development:** During these 10 months, we will seek to raise public and private funds to ensure that the Charter School will be able to support right from our first year, our ambitious technology, travel, and student stipend plans as outlined in our attached 5 year budget.
- **Partner Recruitment:** During the 10 months remaining until we open, we will also continue to expand the number of our partners.
- **Final Staff Hiring:** After the Charter is awarded, we will finalize the contracts with the many full and part-time staff that we have already recruited. By the end of January, we will place advertisements for the final full and part-time staff that we still seek. As we have for the past 8 months, we will attempt to have our hiring coordinated with the Hull Public Schools so as to minimize the financial impact of students leaving the Hull Public Schools. So far, the Superintendent and School Committee have rejected each offer.

# South Shore Charter School

## Draft Work Plan As Of 1/13/95

Step	Ja	Fe	M a	Ap	M a	Ju	Ju	Au	Se	Oc	No	De
<b>Organization</b>												
Revise Year 0 Budget		x		x		x					x	x
Revise 5 Year Budget		x		x		x		x		x		
Upgrade Staffing Plan	x	x	x	x								
Advertise For Teachers		x	x	x								
Hire Charter School Staff	x	x	x	x	x	x	x					
File IRS 501 (c) (3)	x	x	x									
Insurance Coverages			x			x						
<b>Facilities</b>												
Garner Computers	x	x	x	x	x	x	x	x	x	x	x	x
Lab Accessibility Construct.				x	x	x	x					
HRA Painting/Planting	x				x	x	x					
Prep Other Buildings						x	x	x				
Town Inspection of Buildings	x	x	x									
Donohue's Permit	x	x	x	x	x							
Pursuit of Temple School	x	x	x									
<b>Student Recruitment</b>												
Op Ed Ledger/Times/Mariner	x	x										
Monthly Press Releases	x	x	x	x	x	x	x	x	x	x	x	x
House Parties	x	x	x									
PR for Massasoit Courses	x					x	x	x				
Paid Ads in Other Towns	x	x										
6-12 Application Workshops	x	x										
Cable Program on Charter	x	x										
<b>Curriculum Development</b>												
Define Curriculum (What)	x	x	x									
Project Development	x	x	x	x								
Implementation Plans (How)	x	x	x									
Teachers Develop Specifics				x	x	x	x	x				
Saturdays/Summer Pilots				x	x	x	x	x				
Pilot Apprenticeships	x	x	x	x	x	x	x	x				
Select Next Massas. Courses					x							
Councils Review Specifics	x	x	x	x	x	x	x	x	x	x	x	x
Recruit / Train Mentors /Vols.	x	x	x	x	/	/	/	/				
Develop. Spec. Ed. Program	x	x	x	x	x	x	x	x				
Dev. Counseling Services	x	x	x	x	x	x	x	x				
Develop Tracking Data Base	x	x	x	x	x	x	x	x				
Formalize Partners	x	x	x	x	x	x	x	x	x	x	x	x
Begin As Full Charter School									x			
<b>Fund Raise</b>												
4 Theme Proposals	x	x	x	x	x	x	x	x				
Charter School Start-Up \$	x	x	x	x	x	x						
Equipment Proposals		x	x	x								
Pursue Entitlement Funds	x	x	x	x	x	x				x		

936 Nantasket Ave. ♦ Hull ♦ Mass. ♦ 02045 ♦ (617) 925-3078 ♦ FAX 925-9818

A Project-Based Public School Developed By Dovetail Consulting



# *South Shore Charter School*

## **Our Approach**

**MISSION:** *To provide each student with an education which fosters initiative, critical thinking, leadership, team work, and communication and which promotes life skills for individual achievement in education, career, community, and life.*

This innovative, K-12 public school uses community service projects in the themes of environment, human service, communication, and entrepreneurship to motivate our students and to integrate career and life skills with our comprehensive and rigorous K-12 academic curriculum. Our students choose projects in which they are interested to better prepare them for their school-to-work transition whether or not they will attend college. Our academic divisions include math/science/technology, arts & humanities, language & communication, and life skills. Our experienced teachers coach their students in integrating their academic and project learning and in motivating them to branch out and study academic subjects that they will need to know in the future. Groups of secondary students working together on projects are encouraged to work as consulting teams with their work completed to a "client" partner organizations' satisfaction. Our students may also qualify for paid *apprenticeships* on their own projects or in projects at area organizations. As incentives, older high school students will earn transferable college credit from Suffolk University and Massasoit Community College for much of their advanced academic work.

Our projects and curriculum place each student at the center of a diverse and mutually-respectful educational community of teachers, parents, adult volunteers, and experienced practitioners who all act as general coaches and student advocates. We encourage and assist a significant level of parent as well as other adult reinforcement of our students as workers. Students are pushed to do extensive writing and reading. Our approach is reinforced by the resources of many college, nonprofit, and business partners. We use these active, daily partnerships to connect our students' learning with the current needs of the "marketplace". We remain student-centered via weekly student Board meetings.

Our students are encouraged to progress at their own rate to cover all of the academics that our curriculum requires for their age level. We spread this work over an optional extended-day and extended-year (fee-based) schedule. Individual progression is regulated through school work, standardized tests, portfolio assessments, and public demonstrations of mastery. The exhibitions of mastery are interdisciplinary and are presented before diverse panels of internal and external practitioners and academic teachers drawn from the disciplines being demonstrated. Progress is tracked on an interactive computerized system within parameters set by each student's personalized academic plan and learning contract.

This public Charter School is located in Hull and will initially enroll 150 students from Kindergarten - 2nd grades and grades 6 to-12 from across the South Shore. After our first year, the School will expand to 400 and include grades 3 to 5. SSCS was founded and is being developed by Dovetail Consulting under the authority of a non-profit Board of Trustees which answers to community members and to the State's Secretary of Education. Together, we are piloting a new model for adoption by public schools across the State.

*Interest      Initiative      Inclusiveness*



# South Shore Charter School, Inc.

*Developing A New Type of Public School to Serve the South Shore*

## Application Information

The South Shore Charter School is now accepting pre-applications from interested K-2nd and 6th-10th grade students and their parents for the school year beginning in September of 1995. During this fall and winter, parents of students who pre-apply will be involved in our planning and will be assisted in beginning to work with their children to prepare them for our curriculum, learning approach, and culture. Final applications will be due during February.

To apply, parents or guardians of interested students should write a brief letter of why they would like their child to be in the Charter School and how they might be helpful to their student's education. Students who will be in the 6th-10th grades in the fall of 1995 should also write a letter explaining their reasons for wishing to attend the Charter School and ways in which they have helped others. Their letter should be co-signed by a parent and have a copy of the student's resume attached. Parents and teachers will be encouraged to communicate with each other each week. Students and parents will negotiate and co-sign individual learning contracts. Interviews will be during March with the selections being made on March 31st.

We seek students who: understand, are interested in, or committed to project-based learning; have experience doing things for others; have some aptitude in at least one of our four project areas; have an adult in their life willing to help the school; are able to work as a member of a team; demonstrate maturity, motivation, initiative, or leadership potential; are interest in participating in school-to-work programs; find learning in at least one academic discipline fun; or will make the Charter School more diverse.

During this school year, we are offering Suffolk University and Massasoit Community College courses for adults and high school students, high school apprenticeships in environment, human service, and communication, Saturday and vacation enrichment programs, and monthly inter-generational forums introducing our curriculum, approach, and teachers.

✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂

- ☐ Send an application for my child to attend the Charter School in September of 1995.
- ☐ Put me on the invitation list for the pot-luck Intergenerational Forums.
- ☐ Enclosed is a check for \$40, please enroll me in the "Friends of the Charter School".
- ☐ I will volunteer as a tutor or mentor for the Charter School's students.
- ☐ Send (☐ student or ☐ instructor) registration information for our Saturday & Vacation Enrichment Programs beginning in November of 1994
- ☐ Send registration information for the 2nd offering of Massasoit Community College courses to begin in the week of January 23rd, 1995

Name: \_\_\_\_\_ Phone Number; \_\_\_\_\_

Address: \_\_\_\_\_

Name of Potential Student(s): \_\_\_\_\_ Age(s): \_\_\_\_\_

**Make Check Payable To: *South Shore Charter School, Inc.***

**936 Nantasket Ave. ♦ Hull ♦ Mass. ♦ 02045 ♦ (617) 925-3078 ♦ FAX 925-9818**



# South Shore Charter School, Inc.

*Developing A New Type of Public School to Serve the South Shore*

## Questions & Answers

### Board of Trustees

Timothy Anderson  
Dovetail Consulting  
*Chair & Headmaster*

David T. Williams  
Quincy College  
*Treasurer*

Michael S. Nuesse, Esq.  
Attorney At Law  
*Clerk*

Walter H. Johnson, Ph.D.  
Suffolk University  
*Secondary School Chair*

Debra Kirby, Ph.D.  
Harvard Medical School  
*Primary School Chair*

Jean L. McCluskey  
Stone & Webster  
*Nominating Chair*

Francine F. Townsend  
Sandcastle Associates  
*Development Chair*

Michael N. Booker  
Hull Student

Jananne S. Cannon  
Dovetail Consulting

Wayne W. Eckerson  
Patricia Seybold Group

mela A. Ellis  
Ma. Alliance Against Violence

Elliot Gabriel, Ph.D.  
Suffolk University

Richard L. Gingras  
Apple Computer

Carl F. Kowalski, Ph.D.  
Massasoit Community College

Josephine Loughnane, Ed.D.  
Hull Public Schools Teacher

François Martel, Ph.D.  
AeroAstro Inc. & M.I.T.

Regina Harte Ryan  
Ryan Communications

### Partner Organizations

Arts In Progress, Inc.  
Blue Ice International, Inc.  
Cohasset Knoll Rehabilitative  
and Long Term Care Center  
Dovetail Consulting  
Fit For Success, Inc.  
Hull Council For Business &  
Cultural Development, Inc.  
Ma. Alliance Against Violence  
Massasoit Community College  
National Academy Foundation  
New Heights School, Minnesota  
Norwell Commission On Disability  
Our Town, Inc.  
Plymouth Philharmonic Orchestra  
Saint Communications, Inc.  
Sandcastle Associates, Inc.  
Suffolk University  
Theodore S. Samet Company  
Very Special Arts Mass., Inc.

### 1. What is a Charter School?

A Charter School is a public alternative to the conventional public school system. The State has recently created fifteen public Charter Schools to pilot different approaches to improving the education of children. They are meant as smaller and more flexible alternatives, not replacements for existing public schools. Our public Charter School is meant as a complement and not as a competitor to the Hull Public Schools and to the other conventional public school systems on the South Shore.

### 2. Who can attend?

Any child from Hull or South Shore communities whose parents feel he or she would benefit from a different approach to learning than is currently available in the conventional public schools.

### 3. Who pays?

No tuition is charged to the parents of students attending a public Charter School. Beginning in September of 1995, the towns from which the students come will pay the average cost per student currently attending the public schools in Hull.

### 4. Will the Charter Schools cost taxpayers additional money?

No, the tuition for public Charter School students are paid from the existing school budgets of the communities from which the students come.

### 5. Will the public Charter School hurt the Hull Public Schools?

It was originally designed to be fully integrated so that it would not hurt. With that having been rejected, it remains the intent of the Trustees of the public Charter School to offset the financial impact by hiring some interested Hull teachers. Regular partnership discussions are ongoing.

### 6. Who runs a public Charter School?

Each public Charter School is run by a Board of Trustees under the supervision of the Secretary of Education and the Commissioner of Education. The Trustees elect a Chair, hire a Headmaster, and manage the development of the School. Public Charter Schools do not come under the supervision of the conventional public school system or the local School Committees. Two School Councils, a Parents Union, and an all-student Board of Directors will also play substantial leadership roles.



## **7. How does Hull benefit from having its own public Charter School?**

- ♦ Hull parents will benefit from having an excellent non-private school choice.
- ♦ Hull children will benefit from attending a school that is more student-centered and hands-on and that actively involves parents and community resources. For some, this program may better meet their learning needs than the conventional public schools.
- ♦ Hull taxpayers will benefit from having a public Charter School that should help make the town more attractive to home buyers, thereby raising property values.
- ♦ Hull adults will benefit from having college courses, intergenerational seminars, parenting programs, and more community service programs available to them in Hull.
- ♦ Hull teachers will benefit from a local laboratory in which they can, if they choose, experiment with new approaches to teaching and learning.
- ♦ All Hull residents can be proud of having an excellent new institution in Hull.

## **8. What will the South Shore Charter School offer in its first phase?**

During the 1994-1995 school year, the Charter School will offer eight Massasoit Community College courses to high school students and adults, three Apprentices programs in Journalism, Human Services, and Environment, monthly intergenerational forums, and Saturday and vacation week enrichment programs. Beginning in September of 1995, our new public school will enroll 150 students in grades K-2 and 6-12. Emphasis will be placed on interdisciplinary projects that motivate and teach the complex inter-relationships of our society today. We will also expand our college, parent and intergenerational learning.

## **9. Where will the school be located, who will teach, who will be the Headmaster?**

The Secondary School will be based on the spectacular first floor of Donohue's Restaurant & Marina with its lab facilities at the Weir River Estuary Lab. The Primary School will be in the HRA building. The teachers will be a dynamic mix of certified teachers and experienced practitioners in a variety of professions. We are recruiting the certified teachers from the Hull and other Public School systems which are required to grant them 2-4 year leaves of absence. The first Headmaster will be Charter School founder Timothy Anderson, an 18-year Hull resident with two sons in the Hull Public Schools. He is a management consultant with extensive educational experience. He created and managed the *Hull Environment & Service Corps* - the first Youth Community Service and Conservation Corps in the U.S. connected directly to a public high school. He created several other programs he piloted in the Hull Schools such as the senior thesis, mentor, and Waxler Journalism programs. Over three years, he raised nearly \$600,000 in new resources for the Hull Public Schools and recruited partners for them such as Suffolk University, Blue Ice International, South Shore Women's Business Network, and the Franklin, Tennessee Schools.

## **10. Who are some of the partner organizations working to make it a success?**

Arts In Progress, Blue Ice International, Cohasset Knoll Rehabilitative & Long Term Care Center, Dovetail Consulting, Fit For Success, Friends of the Weir River Estuary, Hull Council For Business & Cultural Development, Massachusetts Student Alliance Against Violence and Racism, Massasoit Community College, National Academy Foundation, New Heights Charter School in Stillwater Minnesota, Norwell Commission On Disability, Our Town, Plymouth Philharmonic Orchestra, Saint Communications, Sandcastle Associates, Suffolk University, Theodore Samet Company, and Very Special Arts Massachusetts.



# South Shore Charter School

936 Nantasket Ave. ♦ Hull ♦ Mass. ♦ 02045

(617) 925-3078 ♦ FAX 925-9818

## Application For Admission

Deadline: March 7, 1995

Student Name(s):	<input type="checkbox"/> Male <input type="checkbox"/> Female
Phone Number:	Date Of This Application:
Student Social Security Number:	Student Birth Date:
Grade Student Is Entering in September:	School Currently Attending:
Schools Previously Attended:	
Home Address:	Municipality:
Parent/Guardian Name(s):	Phone Number At Work:
Does Your Parent/Guardian Agree to Volunteer? <input type="checkbox"/> Yes <input type="checkbox"/> No Circle: Tutor, Co-Reader, Mentor, Teacher's Aide, Other. Please list skills or interests:	
Theme(s) Of Greatest Interest To Secondary Student: <input type="checkbox"/> Communication <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Environment <input type="checkbox"/> Human Service	
Student Signature:	Parent/Guardian Signature(s):

Each application should be accompanied by a letter from a parent or legal guardian explaining why you would like your child to attend the Charter School and what you are willing to do to assist the learning process for your student and for the school. We also hope parents will agree to communicate with a teacher each week and help to develop and reinforce your child's learning contract.

For students entering 6th grade or above, we request a letter from you and a copy of your resume. Your letter should explain why you would like to attend and describe how you have helped others. Letter and resume writing workshops will take place at our Open Houses on 1/28 (9:30-11:30), 2/12 (2-4), 2/25 (1-3). We seek secondary students with some of the following. Please check off those which you think apply to you.

- |  |  |
|--|--|
| <input type="checkbox"/> Interest in project-based learning                            | <input type="checkbox"/> Experience doing things for others      |
| <input type="checkbox"/> Aptitude in one of our 4 themes                               | <input type="checkbox"/> Adult willing to help them & the school |
| <input type="checkbox"/> Ability to work as a team member                              | <input type="checkbox"/> Interest in school-to-work programs     |
| <input type="checkbox"/> Fun learning at least one subject                             | <input type="checkbox"/> Ability to make our School more diverse |
| <input type="checkbox"/> Maturity, motivation, initiative, and/or leadership potential |  |

# *South Shore Charter School, Inc.*

*Developing A New Type of Public School to Serve the South Shore*

## **Part II**

**OUR MISSION:** To provide each student with an education which fosters initiative, critical thinking, leadership, team work, and communication, and which promotes life skills for individual achievement in education, career, community, and life.

### **9. Evidence of Support**

The supporting materials discussed in this section are found in the last section of this application, Part #7: **Support Section**.

As in our prior submission, we attach a copy of a petition signed by 180 community members. These were gathered at meetings that we hosted in Hull explaining the Charter School and at other public meetings in Hull. It did not say the words "Charter School" at the request of the School Superintendent who said that he wanted us to keep low visibility to minimize any damage from our not being granted a Charter. He also did not want the press to play too strong a role in defining the parameters for the planning of the Charter School. More importantly, at that time we did not know that the Hull Superintendent and Hull School Committee would not be willing to work with us. In the intervening time, I have written to each of the signers explaining the situation. Three of the 180 signers have asked me to remove their names from the document. Twenty-three new people also signed up for a total of 200.

We attach letters of support for the Charter School from several parents and students who have become familiar with the project-based learning that Dovetail has previously piloted.

We attach letters of support and **Partnership Agreements** from a variety of community leaders, and organizational partners who have had direct experience working on educational issues and programs with Dovetail Consulting over the past few years.

We also attach student letters and explanations of their perceptions of this type of learning. These students have agreed to assist us in developing the curriculum for the Charter School. For each of these we have received a letter from them agreeing to work under the auspices of the Charter School. These letters were each co-signed by a parent of each student.

We have also received 12 letters from present high school students who were part of Apprenticeship programs established by Timothy Anderson, co-signed by their parents, expressing their commitment to participate in the development and piloting of the Charter School's new *Apprenticeship* programs in *communication*, *environment*, and *human service* during this school year. These are not included as their names appearing in the press would cause them difficulty with the present Hull School Superintendent.

As in our prior submission, we attach a list of names recruited by Timothy Anderson to work as volunteer mentors to students from Hull. Since the prior submission, Timothy Anderson wrote to each and then called each to be sure that they felt comfortable being publicly listed in the



final proposal. The final list of 70 are those willing to be publicly known, there are others who do not wish difficulty with the local press or with the Hull School Committee or Superintendent. The work of these mentors will range from helping out as co-readers with the students to meeting weekly with one of the sub-groups of the student Board of Directors. To date, our volunteer mentors are as follows:

#	Volunteer Mentor	Phone #	Skills
1.	Timothy Anderson	925-3078	Management Consulting
2.	Jim Bencivenga	925-3941	Editing, Publishing
3.	Joy Bencivenga	925-3941	Art
4.	Linda Beres	925-5693	Environment
5.	Fr. Doug Borowski	925-0680	French & Italian
6.	Christie Bowden	508-821-4168	Gerontology
7.	John Brigham	925-0024	Accounting / Computers
8.	Kate Brigham	925-0024	Retirement Plans
9.	Jananne S. Cannon	484-7522	Apprenticeships
10.	Pamela M. Cooney	925-3078	Urban Planning
11.	James Davenport	925-9245	Biology / Nursing
12.	Philip Donohue	925-5662	Restaurant/Sales/Service
13.	Wayne W. Eckerson	925-1321	Computers
14.	Sherry Fine	739-7295	Psychology
15.	Jim Fitzpatrick	925-2389	Construction
16.	Paula Fleck work	573-8407	College Tuition Collection
17.	Elliot Gabriel	573-8239	Psychology/Philosophy
18.	Gail Glines	925-0074	Architecture
19.	Gary Glines	925-0074	Architecture
20.	Rachel Goodwin	925-1406	Purchasing
21.	Connie Hagerty	925-2606	AIDS Nursing
22.	John F. Hubbard	383-0586	Environmental Conservation
23.	Walter Johnson, Ph.D.	573-8602	Physics & Engineering
24.	Susan Kestler	925-9323	Nursing
25.	James Killoran	925-2834	Airline Trouble Shooting
26.	Elizabeth Kirke	659-7433	Community Organizing
27.	DebraAnn Kirby, Ph.D.	925-5976	Research Science
28.	Nancy Kramer	925-9066	Environment
29.	Carol Krzywda	925-0995	Nursing
30.	Ed Krzywda	925-0995	Operations
31.	Katherine Leary	925-1257	Restaurant/Catering
32.	Ralph LeBlanc	925-1077	Architecture
33.	Gena Leonard	848-3910	Gerontology/Volunteerism
34.	John Lidington	925-2969	Photo Journalism
35.	Edward Lothrop	925-4608	Purchasing - High Tech.
36.	Jo Loughnane, Ed.D.	925-0353	Early Childhood Ed.
37.	Robert Mamis	925-2188	Magazine Journalism
38.	Francois Martel, Ph.D.	925-3893	Space Station Design
39.	Jillian Martel	925-3893	Teaching
40.	Jean L. McCluskey	925-9057	Environmental Engineering
41.	Laurie Middendorf	925-4391	Accounting
42.	Lynn G. Nichols	925-1703	Vocational Director
43.	Timothy Nichols	925-1703	Counseling
44.	Normandie Nigh	383-2515	Marketing/Fitness

45.	Mailee Nuesse	925-5777	Marketing
46.	Michael Nuesse, Esq.	749-3440	Environmental Law
47.	Sarah O'Loughlin	925-4599	Psychology/Sociology
48.	Spencer O'Loughlin	925-4599	Sales
49.	John Plunkett	925-0775	Counseling/Management
50.	Frederick Pratter, Ph.D.	925-1380	Information System Manag,
51.	Regina Harte Ryan	522-9026	Public Relations
52.	P. Michael Saint	749-7290	Public Relations
53.	Maralyn Seastone	925-1380	Teaching
54.	Frank Shirley	659-7433	Orthopedic Brace Manufacturer
55.	John Struzziery	925-3715	Environmental Engineering
56.	Stacy Sutton	925-5141	Bookkeeping
57.	Carrie Taylor	925-2040	Project Management
58.	Lauren Teller	925-0245	Art
59.	Michael Teller	925-0245	Architecture
60.	Francine F.Townsend	925-2273	Marketing
61.	Paul R. Townsend	925-2273	Economic Development
62.	Christine Twigg	925-1160	Investing/Communication
63.	Polly Ulichny, Ed.D.	545-3598	Curriculum Development
64.	Kitty Ladd Ward	749-3108	Market Survey Research
65.	David T. Williams	925-4346	Environmental Prog. Manag.
66.	Arnold Winston	383-1346	Ret. Env. Home Builder
67.	William Wiseman	925-5012	Investment Consulting
68.	Craig Wolfe	925-5151	Textiles
69.	Pamela Wolfe	925-5151	Public Affairs Coordination
70.	Rod Young	925-9494	Computers / Journalism
71.	Dennis Zaia	925-5775	Marketing & Human Resources

## 10. Educational Program

The 6th and 10th grade students will work and study together heterogeneously. The final hours of the school day will be determined based on negotiations with the parents and partially based on the bus schedules of the Hull Public Schools. The school day will be approximately 8:00 to 2:00 with an extended day option available to the students and parents until about 5:30 PM. We hope to open our extended portion to students who are interested in enrichment or *Apprenticeships* or in learning more about the Charter School prior to attending. We are interested in charging fees for these programs as do other public schools. This will be dependent on later approval from the Secretary's office. We have not included income from this in our budget projections.

We plan on having different days focused on each of our four different program areas of *environment*, *human service*, *entrepreneurship*, and *communication* with the fifth day being for reflections, governance, and academic tutorials that do not fit within the project areas. We will also have Saturday programs in enrichment and *Apprenticeship* projects. After we are operational for a few months, we hope to begin to pay some of the older students for their *Apprentice* work on Saturdays and during the afternoon extended periods.

As with our staffs' experience with the Corps, different days will be structured in different ways for each individual with time for individual and team work as well as instructional time as a full group. Each day will be filled with work on various complex, interdisciplinary projects that integrate all of the disciplines that we hope to teach (leadership, communication, initiative,



critical thinking, team work, character, literature, math, science, social studies, English, foreign languages, technology, phys. ed., and art with each student taking the role of project leader.) The teachers will be guides and instructors responding to the identified needs of each student. There will be tutorials to reinforce academic learning.

The academic subjects will be taught wherever possible through the vehicle of the projects. They will be supplemented, for the more advanced students, with courses taught by college professors for college credit. Literature and writing will be reinforced by a team of 75 adults who have already been recruited from Hull. In a program that we hope to coordinate with local libraries, they will read the same books with students and discuss them and then review their written comments and analysis. This will be coordinated by the Charter School's English Teacher. All subjects will be integrated into the complex projects that the students select just as life calls upon a variety of skills simultaneously. At the beginning of each year, students will analyze SAT and other required tests and help to design the curriculum and projects to compensate for their weaknesses and reinforce their strengths. The students will then have rich resources to draw upon to assist them as they need. The apprenticeship specialist and all adult resources will challenge students to strive to raise their expectations based on their own needs in the future. The Corpsmembers called college admissions offices to understand their expectations of a new Charter School and how we can best improve our students' chances of getting into and staying in a better college than they would if they remained in their current high school. The students will be encouraged to take a college and career preparatory approach to their education. They will be assisted by teachers who are interested in working in a mutually respectful environment characterized by high expectations of each student.

The graphics on the following three pages demonstrate the difference of our model from that of traditional public schools; how we plan to arrange our "educational village" to provide true student-centered education; how we will try to integrate academics with career skills through our four project areas of *environment*, *human service*, *entrepreneurship*, and *communication*; and our various programmatic plans for the next few years.

On the pages after these three graphics, we will give some of the background leading up to the formation of the Charter School.

Sharper focus on basic academic disciplines

Integrated life skills with academic disciplines

Central use of projects to help motivate & integrate learning

Weekly parent involvement & input

Daily use of experienced practitioners from the community

Students progressing at their own pace

Daily student writing & reading

Regular student reflection, team work & initiative

Extended school day & year (Optional & Fee-Based)

Full integration of technology into every aspect of school

Mutual respect & weekly student self-governance

Daily successes & mistakes are seen as part of learning

Community service learning & citizenship

Work to external criteria, judges & certification

Student exchanges around the country & the world

Regular public exhibitions of mastery

Paid apprenticeships as reward for academic achievement

All staff teach & few full time staff

Highly responsive public/private school leadership



South Shore Charter School Curriculum Frameworks

LIFE SKILLS

- Team Work
- Problem Solving
- Work Ethic
- Character Initiative
- Communication
- Critical Thinking
- Leadership
- Organization Behaviors
- Career Awareness
- Job Competencies
- Community Service
- Service Learning
- Intergenerationalism
- Stress Management
- Time Management
- Conflict Resolution
- Citizenship

Environmental Projects

- Study Solutions To Pond Pollution
- Develop ACEC Management Plan
- Harbor Clean-Up Monitoring

Human Service Projects

- Keep Frail Elders In Their Homes
- Early Childhood Development
- Increase Access For Disabled

Communication Projects

- Blue Ice International Newsletter
- Share SSCS Projects Internationally
- Economic Development In Hull

Entrepreneurship Projects

- Access & Blight Removal Construction
- Educational Material Development
- Paper Making

ACADEMIC DISCIPLINES

Math/Science

- Mathematics
- Natural Sciences
- Physical Sciences
- Technology
- Health
- Computer Systems

Communication

- Literature
- Writing
- Grammar
- Vocabulary
- World Languages

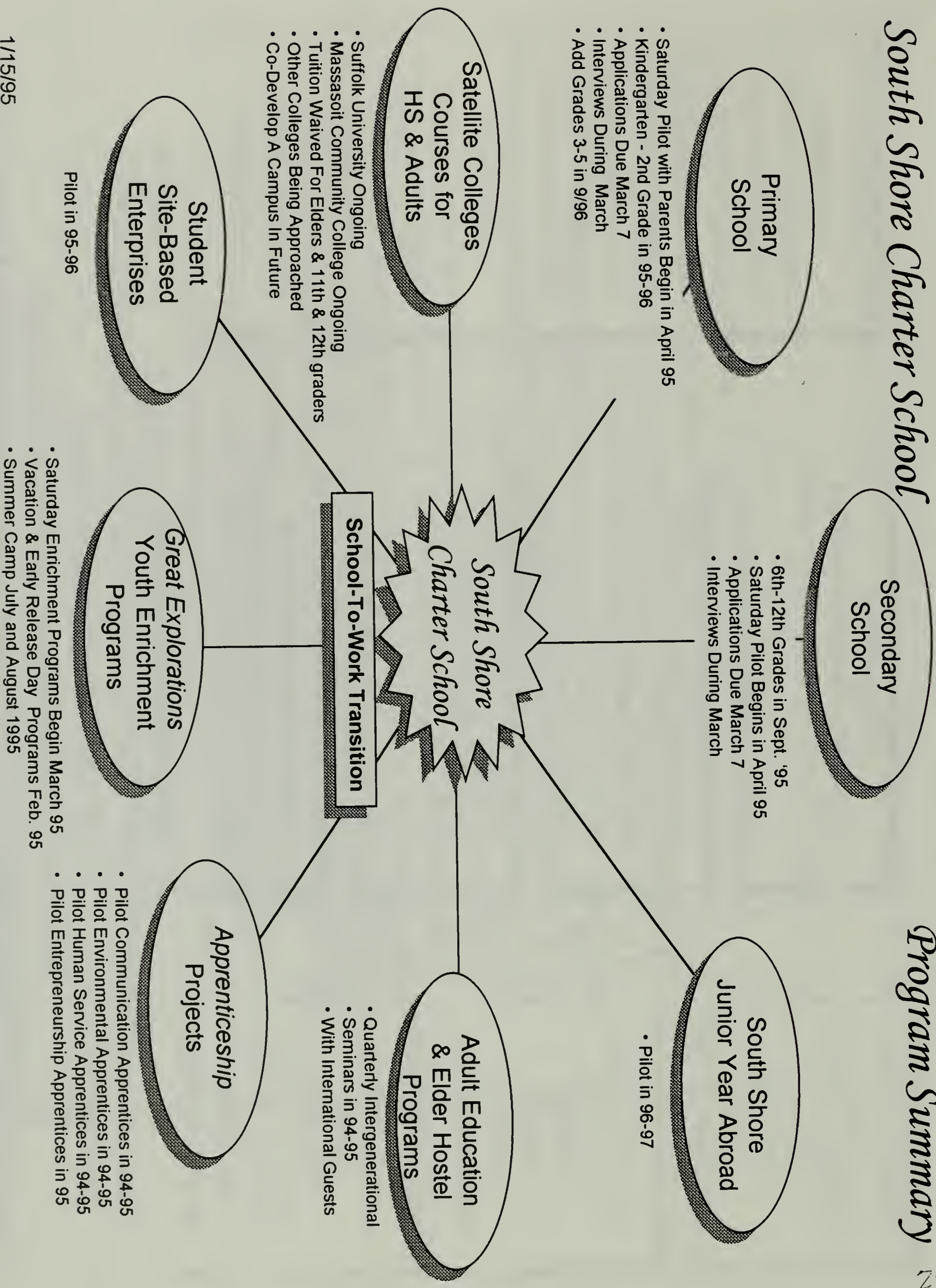
Arts & Humanities

- History
- Geography
- Philosophy
- Current Events
- Arts
- Physical Education



# South Shore Charter School

## Program Summary





## FOREWORD

Have you ever asked a young child to explain how day turns in to night? You might get an answer such as "The sun gets tired after shining all day so it pulls down it's shades and closes it's eyes and then it is dark." or " The moon and the sun go around the earth. When the moon catches up with the sun it slides in front of the sun and blocks the light and then we have night." Responses such as these often make a teacher cringe because they are just as likely to happen after a unit on the planets as before. Lets look at these responses, The first child is a first grader and the answer very personalized most likely it is based on the child's nightly bed time rituals. It is also untouched by any formalized scientific concept. The second response appears to be a theory based possibly on a cartoon of the moon chasing the sun, observations of an eclipse and some idea that the sun and moon revolve around the earth. A very intriguing answer from a third grader, combining personalized notions from a younger period, observations of an eclipse, and a misinterpreted science concept. Incidentally, both of these children have just recently finished a unit on the planets and scored well on the test. Both teachers were amazed at these responses. Both teachers said they had asked the children many questions during the unit and never heard a response anything like the above. Why? The teachers were asking questions that required a specific answer and the children were cooperative and tried to give them what they wanted, not what they ( the children ) believed.

What does this mean to us as educators? It means that children learn in many different ways and from many sources. That learning goes on continuously. All people children and adults are actively developing theories and constructing models on their world. The responses above are naive theories based on observations of themselves and their world. These theories are not easily changed by traditional class room methods that rely on memorization and repetition. In fact the principle lesson often learned is that science and math have no relevance to their life or worse that they are "stupid".

The South Shore Charter School is presently developing a different more flexible model for science and math education based on the students natural intellectual curiosity , imagination, and model making capacities. Our approach focuses on real environmental problems found in the community. It is project based, student centered and modeled on the work place. It encourages team building and the creation of a non threatening atmosphere where the students can express their ideas without fear of ridicule and become valued partners contributing to the team effort. Project base education encourages students to look at the world, to observe carefully, make predictions and then test these predictions and develop convincing arguments which are then formalized into written and oral reports given to the community. In other words the project involves the student in hands on scientific research, data collection and analysis . They learn about local, state, and federal government and regulatory process, first hand. The students become involved in land use planning, local history, social problems and economics. Traditional classroom topics will be interwoven naturally through out the project and presented as a means of understanding the very involved problems they are attempting to solve.

For the last three years staff members of the South Shore Charter School have been involved in a after school demonstration project in environmental education developed around the environmental problems of Straits Pond, a 92 acre pond that is part

of the Weir River Estuary ACEC. The students 14-18 years of age (who took on the role of scientific investigators) have recently completed their report to the communities and rather than tell you what a great job they done, we have enclosed a copy of the report. I think after reading it you will be as excited as we are about project based learning. The students not only collected the data, they used the computer to analysis the data and make graphs and charts. They organized all the data and help to write and edit the report. It was a true team effort inspiring each member to expand to the limits their ability to conceptualize information, employ scientific methods, and creative thinking and apply these to a real problem.

Bases on the success of this demonstration project S.S.C.H. is now in the process of turning this program into a total educational concept to replace the traditional class room. The project will be completed over a five year period and will take the students investigators from Straits Pond into the Weir River Estuary and finally into the watershed for the entire ACEC. The results of this project are expected to be a Management Plan of the Weir River ACEC and an action and land use plan for the watershed.

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## **Hull Environment and Service Corps**

In late 1992, the Hull Environment and Service Corps was conceived of and formed by Dovetail for the local High School. It was the first Youth Community Service and Conservation Corps in the US that was a part of a public high school. The original idea found its roots in then Hull School Superintendent Claire Sheff's ideas of an environmental theme for the high school and her positive openness to project-based learning models.

The Hull Environment and Service Corps grew into a team of twenty students from Hull Jr./Sr. High School who were motivated by helping their community, learning job skills, earning money, and piloting an interdisciplinary, project-based approach to learning. During the school day, two periods were to be for Corps work. The 15 hours of work after school were paid. All Corpsmembers earned high school credit while some earned college credit from Suffolk University, Massasoit Community College, and Quincy College.

Corpsmembers worked with adults from a wide range of professions and organizations in a mutually respectful environment. The young people made most of the policy, budgetary, scheduling, planning, and staffing decisions. Through the Corps, we developed a model in which young people learned critical thinking, communications, and team work along with some academic skills. It sought to provide the answer to the question of "Why do I need to know this?"

Our partner organizations in developing the Corps were the following: Hull Public Schools, Massachusetts Youth Service Alliance, Suffolk University, Town of Hull Employees, Hull Board of Selectmen, Hull Council on Aging, Hull Disabilities Commission, Hull Conservation Commission, Hull Council for Business & Cultural Development, South Coastal Regional Employment Board, Herbert Waxler Trust, Harold Brooks Foundation, Massachusetts Cultural Council, and Very Special Arts Massachusetts.

## **Sample Projects**

- Operation of Hull Recycling Center
- Straits Pond Pollution Study
- Weir Park Planning
- Beach Erosion Profiling
- Making Homes of Elders Accessible
- Minibus Scheduling for Non-Elders
- Annual Elder Needs Survey
- Community Access Monitoring
- Fort Revere Maintenance & Repairs
- Beautification of HRA Land
- Hull Housing Authority Repairs
- Straits Pond Automatic Sluice Gate
- Gerontology Clubs in Schools
- Accessible Arts Beach Festival
- Operation of Blue Ice International
- Baby Sitting for Public Meetings
- Weir River Estuary Management Plan
- Beach Grass Planting
- Access Ramp Construction
- Weekend Meals Program Coordination
- Tri-Town Intergenerational Program
- Elder Services Kit
- Snow Shoveling for Elders
- Hull Tree Planting
- Economic Development Marketing of Hull
- Beach Access Ramps
- 1st Hull Elder Hostel
- Marketing Hull Medical Center
- Cultural Access Construction
- Respite for Parents of Needy Children

## **The Charter School Model**

The major failing of the Corps was the fact that the Hull High School blocked the integration of academics into its projects. This submission is mainly driven by the need to integrate the project-based learning with the regular high school academic courses.

Through Dovetail's project-based learning model, this initiative serves to meet the educational and job training objectives identified by several noted researchers. Curriculum which develops interesting applications such as the survey of the polluted Straits Pond being conducted in Hull demonstrates the tools and concepts presented in class so that students can easily understand why they need to know about economics, social studies, marketing, math, physics, biology, chemistry, hydrology, and communications. Peer tutoring and cooperative learning through group assignments, as well as the use of community resources like the alumni of the consortium of colleges that are working with us are important underpinnings and key to success of our evolving educational programs.

All Corpsmembers were required to participate in team activities to develop their leadership skills. In the Charter School we hope that these will be supplemented with ocean rowing programs offered by the Hull Lifesaving Museum and fitness programs offered by Fit For Success to fulfill the State's physical education requirements.

We will use the Dovetail model that they developed for and piloted in the Hull Public Schools over the prior two academic years. Based on this experience and Dovetail's experience with 10 other school systems and 300 nonprofit and government organizations, they have expanded their model into a new *Apprenticeship model* that includes the following components:

- Designed to be an integral part of basic education for a broad section of the students;
- Integrates academic and vocational instruction;
- A significant part of education takes place on the job and is coordinated with classroom instruction; and
- Students emerge with recognized and accepted credentials.

As we move toward establishing a Charter School, we need to reinforce how the classics of literature are taught within the School. The basic idea is, of course, to link them wherever possible to the projects on which the students are working. We could also expand our students relationships with their multiple community mentors to include intergenerational groups reading and discussing the same books together.

It is also important for us to continue to build upon our involvement of technology in our projects. So far, the Suffolk University Physics Department has been working with our students as they have researched Straits Pond on entering the research data that they have gathered. UMass has helped us in mapping the data results in relation to sources and results of pollution on the pond. Our students have also used the video conferencing facilities of Stone & Webster to communicate with students at our sister school in Franklin, Tennessee about their respective water pollution studies and local recycling efforts.

### ***Academic Disciplines***

The project-based education that we are proposing provides real life contexts in which students can exercise, coordinate and deepen their skills and knowledge. It provides motivation, references, a preparation to college education and professional life. For such an approach to fulfill its educational potential, a well structured academic support must be provided to the students, insuring that they acquire the required academic skills and knowledge.



teleconferences, and e mail. In addition to meetings, students will be encouraged to forward specific questions to them for rapid and personal feed-back via e mail or FAX. Parents, mentors and other community members will also be expected to provide help in this "electronic mentorship" wherever possible.

6. Our process will prepare students for state exams and for entry into higher levels of education and training. Although the school's emphasis is on writing papers and solutions to open problems related to their projects, students will also receive specific training for the standard multiple-choice tests to help them perform well regardless of the type of testing they face.
7. Our interactive computer will collate and archive records of grades and homework and exhibitions of mastery performed by the students. These records will be accessible to the students and their authorized family members and to the relevant teaching and administrative staff. The Charter School will provide certificates and transcripts.
8. The Charter School will call on external resources when needed for specific education tasks such as some foreign language or special education services.
9. The Charter School will provide counseling services on specific problems and a variety of special needs teachers and will broker needed athletic and extra curricular services.

As part of our work to teach career skills, we will also work to strengthen the character of our students.

Dovetail Consulting has developed this process and is currently developing the interactive computer system upon which our individual learning plans for each student depends. The Charter School has entered into an agreement with Dovetail so that it has the permanent rights to use the system and process in serving students on the South Shore. Dovetail retains the right to disseminate these and the curriculum outside of the South Shore.

## **Early Childhood Overview**

During the past several years, Dr. Jo Loughnane, working with a very supportive Superintendent Claire Sheff, lead the Hull Schools in developing a strong early childhood education program with an emphasis on involving the whole family. Recently, in response to requests from our new *Human Service Apprentices*, we have been working to combine our intergenerational ideas to allow for a trained team of older students to with Dr. Loughnane to develop a program where they will serve as apprentice teacher aides working with the Primary School children in the Charter School. The Superintendent of the Hull Schools had been working with this teacher to develop this model prior to his decision to oppose the Charter School.

The early childhood classroom will involve 42 participants in two or three combined Kindergarten through Grade 2 learning environments where they will be allowed to progress at their own rates with personalized learning programs. Early childhood learning easily incorporates an arts theme and learning and development activities will be integrated around various arts projects, drawing upon the cultural arts resources of the community. Corps participants will work as teacher aides in the classroom along with parent volunteers, college interns, grandparents, and other community volunteers.

Parent involvement in a child's educational development is a critical factor for success and will be sought in a variety of ways. Parent conference sessions will be held at least four times



during the year and parents will be encouraged to visit the classroom as teacher aides, learning resources or as observers. A Parent Advisory Board will be formed to oversee the implementation of the early childhood program and the other family learning and support services to be provided. We will also draw upon the Parent Advisory Board to develop a strategy for maximizing positive parent involvement given a variety of family situations so that we are pro-actively reaching out to people who might feel uncomfortable or who might not have the time to volunteer in the classroom. Sessions on parenting issues, family learning activities, and early childhood development will be offered and will be open to any parents in the community, whether their children attend the charter school, the Jacobs elementary school, or other private schools or pre-schools.

Our intent is to become a Family Learning Resource Center for the South Shore area. We are currently seeking partnerships with colleges or other certificate granting institutions so that we might offer a course of study for interested *Corps* members, parents, family day care providers, early childhood teachers, and other community members interested in earning a certificate in early childhood employment areas, earning credit towards a college degree, or just taking a course for their own self-development.

There will be an attempt to include most of the same design principles used with the 6th to 10th graders (such as parent inclusion and student centered, individual progression based on exhibitions of mastery and project-based, interdisciplinary education) with the K-2 class. Dr. Josephine Loughnane is developing the curriculum for the K-2 classes with a team of community members, parents, college education professors, and *Corpsmembers*. She plans to take a leave of absence from the Hull Public Schools as called for in the law if Secretary Robertson approves of the South Shore Charter School in Hull. We plan to have a period of each day when all age groups in the Charter School are together.

The new model that will be in use for the K-2 grades of the South Shore Charter School in Hull will necessitate either gradually extending the Charter School upward in grades or having the Hull Public Schools adapt to appropriately build upon the educational base built for these students and their parents. We will work closely with the Hull Public Schools and the parents to arrive at the best solution for the students and parents.

## **Early Childhood Curriculum**

The year will start with reading Dr. Seuss' "Oh, The Places You'll Go" by all students, staff, and parents.

The combined Kindergarten / Grade 2 class will accommodate approximately fourteen 2nd graders, fourteen 1st graders, and fourteen Kindergartners. The curriculum will be arts centered and be based on current research on child development and learning. Just as with the 6th and 10th graders, while the curriculum will stress the three basic R's, an equal emphasis will be placed on an additional three R's: respect, responsibility, and resourcefulness. Just as with the 6th-10th grade group, we will shift to the teacher as coach and the student as worker and focus on project-based learning.

It has long been recognized that kindergarten by nature has an arts-centered curriculum. Kindergartners see art as inextricably a part of all that they produce and share - not just as a visit to a museum or a particular class. Gardner maintains that in an arts centered school, important skills and attitudes can transfer from artistic activities such as: the importance of high standards, passion for your work, and habits of work and mind. Many children find their primary talents and the sense of self worth from artistic activities. Moving this concept into Grade 1 and above has been difficult in experiments in Hull. This program would present a



perfect opportunity to demonstrate to Hull Public Schools how this gap can be bridged. We will also explore with Lesley College their assisting and certifying the older group involved with this project.

Central to the program will be the role of the parents and family in the learning process. Research has proven that achievement gains are most significant and long-lasting when parents are an integral part of the teaching and learning process in preschool program as well as in higher levels. Gains in basic skills are reported when parents directly teach their children and when they are involved in supporting and reinforcing school learning. In addition to working with the children in the classroom, family workshops in the arts science, math, etc., will be ongoing in the evenings and on weekends. It is hoped that there will not exist a separation of school life and outside life.

Just as with the initial 6th - 10th grade group, parents will be strongly encouraged to commit themselves to being an integral part of their child's learning process. Four conferences per year will be held to discuss and plan the child's individualized education plan. Parents will also be asked to serve on the K-2 Primary School Council which will meet once a month and on the Parents' Union. Parents will be encouraged to attend classes at any time either as an observer or as an assistant. We will experiment with having meetings with both groups of our initial parents (6th-10th and K-2nd). This will be expanded as we gradually expand to K-12.

In addition to parent support, volunteers from the community will be sought, including senior citizens and other community members who do not have children in school. Volunteers will also be asked to share arts, crafts, and life experiences with the children. The center will stress life-long learning.

The K-2 class will serve as a laboratory and resource center for all early childhood programs in Hull and surrounding South Shore communities. Opportunities will be offered to older students to work with the younger students. We hope that this will result in their receiving Office for Children certification and training in their future role as parents. We also hope to develop a parent information resource center to recruit and maximize the involvement of parents in the education of their children.

Research overwhelmingly supports the merits of non graded classrooms; having 6th-10th graders learning in the same setting with the K-2 offers unlimited opportunities for mutual benefits. Older students could be responsible for teaching mini lessons, developing case studies for child development classes, offering special help where needed, etc. This will be expanded as we gradually move into K-12.

## **Assisting Educational Reform In Hull**

Because we will be located principally in Hull, The Board of Trustees of the Charter School are committed to working in partnership with the Hull Public Schools to use the new Charter School to assist the Hull Public Schools in improving the teaching and learning in their schools. If we are able to form an type of partnership, the Charter School may assist educational reform in the Hull Schools in the following ways:

1. Give first preference to students from Hull applying to be accepted into the Charter School.
2. Give first preference to certified teachers from the Hull Public Schools applying to be accepted as teachers at the Charter School for two to four years.

3. Have Charter School students assist in instructing in the Hull Schools upon invitation of principal and/or teachers.
4. Open most after school activities of the Charter School to interested students of the Hull Schools.
5. Have Charter School staff and students and external partners offer after school enrichment programs to Hull students in Hull schools.
6. Work with the staff of the Hull Schools to develop new curriculum and approaches.
7. Pilot new curriculum and approaches in the Charter School prior to replication in the Hull Schools.
8. Make available to Hull Schools experienced practitioners who earn the new alternative certification from the State Department of Education.

### **Charter School Role On The South Shore**

The Charter School is also interested in attracting students and teachers interested in our type of experience from other communities on the South Shore. We are also interested in providing an umbrella for related satellite programs being offered at nonprofit organizations, businesses, colleges, and schools throughout the South Shore.

Several of the Superintendents on the South Shore expressed a strong interest in having Dovetail Consulting develop and manage a Saturday School enrichment school for grades 6 - 12. All 22 municipalities within the South Shore Regional Employment area had until recently retained Dovetail to facilitate the process of developing a regional math and science initiative including professional development, resource sharing, and working with PALMS to develop partnerships with businesses, colleges, and nonprofits.

### **College Collaboration**

In addition to our project based learning model and our apprenticeship model, through our ongoing review of the materials of the "Consortium For Educational Excellence Through Partnerships", we believe that our collaborative effort to establish a Charter School is also innovative in its endeavor to work closely with colleges to accomplish the following:

- Greatly expand awareness of, access to, and use of higher education resources and services among all constituencies of the 480,000 people who live and work in the South Shore of Massachusetts;
- Pool the unique strengths and resources of five institutions of higher education and their alumni to help develop a Charter School and to address a broad range of educational reform issues and needs for the entire South Shore region; and
- Provide a cost effective model from which other colleges, universities and school systems across the Commonwealth can draw in their efforts to address school reform and develop new programs.

Suffolk University was recruited by Timothy Anderson into a partnership with the Hull Jr./Sr. High School and helped him develop the Hull Environment & Service Corps and the Charter



School. Our *Apprentices* have already taken courses for college credit from Suffolk University, Quincy College, and Massasoit Community College. Negotiations are presently ongoing with Northeastern University, Boston College, and with UMass Boston. We will also work with Harvard to reawaken a prior partnership.

## 11. Student Performance

To be promoted from each grade level, each student must individually, publicly exhibit a mastery of the following essential knowledge and skill areas:

1. Areas to Evaluate: What we want to happen.

- a. Capacity - thinking and functioning in complexity
- b. Morale       pride?
- c. Self-Image
- d. Knowledge
- e. Rapport
- f. Motivation
- g. Curiosity
- h. Listening
- i. Creative Thinking
- j. Problem Solving
- k. Critical Thinking
- l. Basic Skills

- Mathematics
- Reading
- Writing
- Science
- Public Speaking
- Computer Literacy
- Cultural Literacy

m. Athletics, health, nutrition, physical fitness

2. Uses of the Evaluation:

- a. Tracking basic progress of education
- a. Tracking improvements based on changes
- a. Motivation
- a. Improved morale
- b. Improved self image
- d. Leverage of greater performance
- f. Advocacy with colleges and local employers

3. Suggested Evaluative Measures:

- a. # of hours of TV per school week
- b. # of family field trips per month
- c. # of hours of homework per school week
- d. % Attendance
- e. % of Drop-out
- f. SAT scores
- g. NAEP scores
- h. INTEGRATED Mastery of skills exhibition
- i. % going on to college

- j. % College acceptances
- k. Job entrance requirements
- l. Military entrance requirements community service?
- m. Art portfolio
- n. Major threshold oral performance on each subject

4. Potential Evaluative Tools:

- a. Focus groups
- b. Annual community needs survey
- c. Basic skills tests
- d. Group process
- e. Data gathered on each criterion
- f. Evaluation of "Exhibition of Mastery"
- g. College entrance performance
- h. Job entrance performance
- k. Computerized tests - employment, other?
- l. Individualized education plans
- m. Student - Teacher "contract"

5. Remaining Questions:

- a. AP courses and honors programs and how college courses serve this purpose
- b. How do the Trustees need to change graduation requirements?
- c. How to communicate our new criteria to colleges and employers?
- d. What are the best rewards for student excellence - is this a job for the Development Committee?
- e. How frequently per year can a student exhibit mastery? At which "passages"?
- f. Is it appropriate to have one constant teacher / advocate for each student through all years?

## 12. School Evaluation

The Board of Trustees will meet at least every other month and will discuss evaluation materials sent out before each meeting. They will be given samples of the students' work and be invited to the regular exhibitions of mastery by the students. They will hear regular report from the meetings of the two Parent Advisory Councils and from the all-student Board of Directors of the Charter School.

The Charter School will hold monthly meetings with parents and find all ways to involve the parents as much as possible in reinforcing the education of the students.

The staff of the Charter School will coordinate a continuous process of planning, evaluating, and reporting that will include the Trustees, parents, students, staff, and volunteers.

The Trustees will oversee the development of an annual evaluation for the Secretary of Education within criteria established by the Secretary.

We are interested in evaluating the parents and teachers regularly.

### Parent Evaluation

Students will learn more when their parents, guardians, or advocates regularly help and encourage them. Parents need to build a positive home environment for learning. They



need to show their support of their children, their teachers, and the schools. Teachers need parents to show their support.

As the schools work to increase the involvement of parents in the education of their children, there are a variety of areas that we need to evaluate:

1. Areas to Assess: What we want to happen.
  - a. Amount of parent direct involvement in education
  - b. Amount of parent participation in the Primary and Secondary schools
  - c. Level of general parent support for the school
  - d. Improvement in Hull's self-image and improvements in education
  - e. Level of parent ease/understanding of how to help in their children's' education
2. Uses of this evaluation:
  - a. To improve parent's motivation to help with education
  - b. To improve the sense of morale within the system
  - c. To track increased parent involvement to correlate with improvements in student learning
  - d. To advocate for more parents to be involved
  - e. To advocate for increased resources for education
  - f. To report to funders on progress in increasing parent involvement
3. Suggested Specific Evaluative Measures:
  - a. # of hours of homework enforced
  - b. # of family field trips with student
  - c. # of teacher conferences attended
  - d. # of other contacts with teacher
  - e. # of school days appeared in classroom
  - f. # of hours of reading/discussing time with student
  - g. # of times per week you have dinner together
  - h. # of parents joining the Parents' Union
  - i. # of parents showing up at teacher conferences
  - j. # of times the parents discuss their child with a teacher weekly
  - k. # of books read with child
  - l. # of times parent checked on student work through our interactive computer system
4. Potential Evaluative Tools:
  - a. Focus groups
  - b. Questions on the Community Needs Survey
  - c. Teachers calling or visiting parents at home
  - d. Teacher + parents share notes on student in bluebook
  - e. Parent - Teacher "contract" with performance checks
  - f. Semi-annual questionnaires to all parents from teacher
  - g. Studies of effect of involved parents vs. non-involved parents on the performance of students
  - h. Parents keeping a family log that is reviewed with the teacher quarterly (log could include weekly analysis)

## **Teacher Evaluation**

1. Areas to be Evaluated What we want to happen.
  - a. Team teaching
  - b. Involving parents
  - c. Parent support for education in classroom

- d. Inter-disciplinary curriculum
- e. Morale
- f. Professional development
- g. Rapport with staff
- h. Rapport with students
- i. Rapport with parents
- j. Projecting positive town image
- k. Motivation
- l. Creativity
- m. Skill at teaching
- n. Recruitment of new resources for classroom
- o. Improvement of student performance
- p. Professional development courses
- q. Improved student performance
- r. Quality of curriculum developed
- s. Quality of curriculum taught
- t. Ability to integrate theme into teaching
- u. Ability to teach inter-disciplinary curriculum
- v. Non-defensiveness
- w. Flexibility

2. Uses of the Evaluation:

- a. Measure of improvement of teaching
- b. Basis for new hires and granting of tenure
- c. Basis for awarding of incentives
- d. Basis for professional development
- a. Motivation
- a. Improved morale
- b. Improved self image
- d. Background for greater community support
- e. Measure for improving the curriculum

3. Suggested Specific Evaluative Measures:

- a. # of professional development courses
- b. # of parents in the classroom
- c. # of community resources used in classrooms
- d. # of sick days
- e. Positive peer review by team?
- f. # of hours spent on non-teaching
- g. # of hours spent on related reading
- h. Quality and quantity of communication with parents

4. Potential Evaluative Tools:

- a. Survey
- b. Focus group of parents from the class
- c. Self evaluation
- d. Team evaluation
- e. Demonstration class viewed by supervisor

## 13. Human Resource Information



Our original intent was to make the relationship between the Hull Public Schools and the South Shore Charter School an economic "wash". This has been made nearly impossible due to the strong opposition to the Charter School from the Superintendent and School Committee. We have still offered that teachers from the Hull Public Schools who are interested in participating in the Charter School will be able to come to the Charter School either on a full time leave of absence basis as called for by the law or at the High School they would come (if interested) for a day a week basis with the High School's schedule being adjusted for the fact that as many as 20% of the School's students may now have gone to the Charter School. This should eliminate the need to hire new teachers.

During our first year, the staff for the primary school program will, hopefully, be lead by Dr. Josephine Loughnane (early childhood specialist and teacher educator) as the full-time head teacher with another two full time teachers, a practice teacher, and the part-time help of the parent/community coordinator to help broker needed deals, arrange partnerships, prepare materials for participating teachers, and developing needed reports. They will be assisted by grandparents, parents, College teachers and interns, college alumni, and Charter School students as part of their *human service* projects.

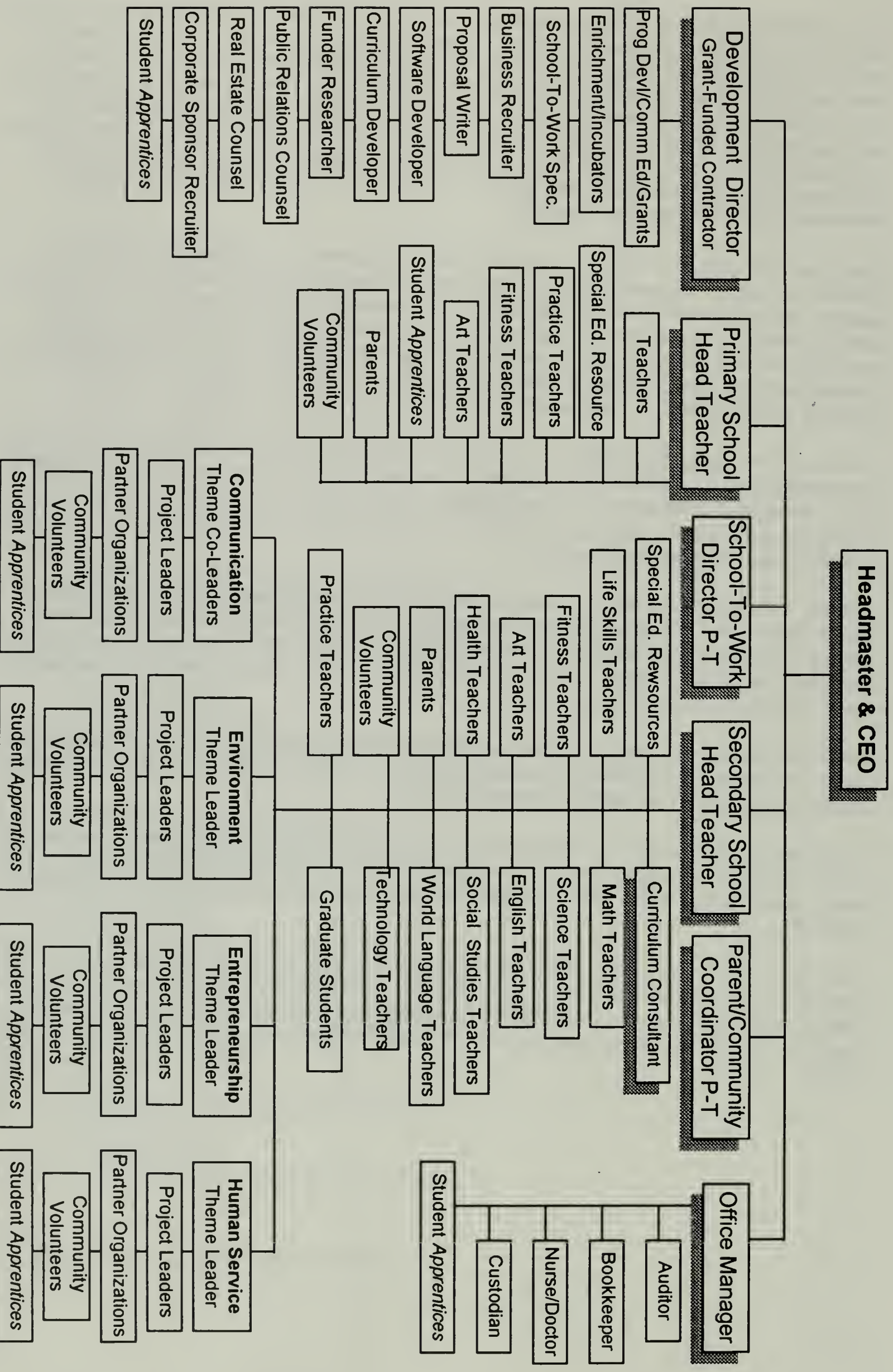
Staffing for the Secondary School will be drawn from a strong combination of certified teachers and experienced practitioners. The list of job descriptions and the names of the initial staff who have agreed to be listed so far is attached. We have other staff who have expressed strong interest but are made nervous by the pressure that they witness being placed on others by Hull's Superintendent of Schools.

Timothy Anderson of Dovetail Consulting will be the initial Headmaster of the Charter School. He will be assisted by Dennis Zaia as the Secondary School's Curriculum Coordinator and Jananne Cannon as the Secondary School's Guidance Counselor. The next major hire is for the position of Head Teacher for the Secondary School. This hiring process will be assisted by the Secondary School Council.

We have included amounts in the budget for a variety of services that the Charter School will need to buy from the Hull Public Schools or other area public or private schools. Among these are special education and extra-curricular programs.

The following are the specific staff that we have recruited that are willing to have their name listed. We have recruited other staff who have asked that their names not be listed until as late as possible due to the negative approach of the Hull School Superintendent and School Committee.

The staffing chart on the following page is designed to make our plans for staffing this different type of educational process more understandable. On the pages following, we answer your specific questions and then list the staff who are willing to take the risk to be named at this time. We then list the job descriptions for the positions that we expect to have at the Charter School.





## Charter School Tuition Funded Staff

### Administration

- ◆ Headmaster / CEO: Timothy Anderson
- ◆ Parent / Community Coordinator:
- ◆ Office Manager:
- ◆ Accountant: Laurie Middendorf
- ◆ Auditor: Norman Posner (Theodore Samet Company)
- ◆ Secretary:
- ◆ Student Recruiter (Private Schools):
- ◆ Custodian:
- ◆ Nurse & Doctor: a local group (Pending)
- ◆ Special Education: Sherry Fine, School Psychologist, Boston Public Schools

### Primary School

- ◆ Primary School Head Teacher: Josephine Loughnane, Ed.D. (Pending)
- ◆ Primary School Teachers?
- ◆ Primary Practice Teachers: ? (From Partner Colleges)
- ◆ Special Education Teachers: Josephine Loughnane, Ed.D.(Pending) and as needed
- ◆ Art Education: Lauren Teller, Arts In Progress or Very Special Arts Massachusetts
- ◆ Physical Education: Fit For Success

### Secondary School

- ◆ Secondary School Head Teacher:
- ◆ Curriculum Coordinator: Dennis Zaia
- ◆ Guidance Counselor: Jananne Cannon
- ◆ Social Studies (Humanities) Teachers:
- ◆ Mathematics Teachers: Michael Nuesse
- ◆ Science Teachers: Linda Beres, Dennis Zaia
- ◆ English Teachers: Sharon Pywell and (pending)
- ◆ Foreign Language Teachers: Fr. John (Greek); Fr. Doug Borowski (Italian and French); Bella Rodina (Russian)
- ◆ Technology Teachers: Steven Hunt and Wayne Eckerson
- ◆ Physical Fitness/Leadership Teachers: (Fit For Success)
- ◆ Nutrition/Health Teachers: (Donohue's Restaurant's Chef) (pending)
- ◆ Secondary Practice Teachers: (From Partner Colleges)
- ◆ Special Education Teachers: (Depending on Needs Of Students As Accepted)
- ◆ Art Teachers: Arts In Progress or Very Special Arts Massachusetts
- ◆ Part Time Composer-In-Residence: Edward Paul Mascari
  
- ◆ Environment Projects Teachers: Dennis Zaia, Linda Beres, Terrie Carlson, Steve Hunt, William Weiser, Ann Murray, Anson Whealler, Walter Johnson, Ph.D. (Suffolk University), other (pending)
- ◆ Human Service Projects Teachers: Carrie Taylor (2 -3 Days), Christine Bowden, Mi-Ra Lee (Very Special Arts Massachusetts), Sandie Grauds (Hull Council On Aging), Jo Loughnane, Frank Minasi, Edward Mills, Michael Booker
- ◆ Entrepreneurship Projects Teachers: Sean Murphy, James Fitzpatrick, Ralph LeBlanc
- ◆ Communication Projects Teachers: (pending), Vicki Karns, Ph.D. (Suffolk University), Robert Mamis, James Bencivenga, Ann Saint, Joy Bencivenga, (pending), Peter

Wasilewski, Ph.D. (Blue Ice International), ? (Hull Times), Susan Speers (Boston Globe South Weekly), and ? (Patriot Ledger

## **Development Contractor (Grant Funded): Dovetail Consulting**

- ♦ Program Developer, Community Education, & Grant Writer: Pamela Cooney
- ♦ Enrichment & Incubator Projects: Jananne S. Cannon
- ♦ Potential Funders Researcher: Catherine Hammond
- ♦ Curriculum Developer: Environ. & Technology: Stephen R. Hunt "YEAR 0" Only
- ♦ Program Developer/Manager (Vacation & Summer): Barbara Lyon
- ♦ Proposal Writer: Sharon S. Pywell
- ♦ Corporate Sponsors (Cause Marketing) Recruiter: Elaine Hackney
- ♦ Business Partner Recruiter: Marjorie Freundlich
- ♦ Real Estate Development Counsel: Paul Townsend (Sandcastle Associates)
- ♦ Public Relations Counsel, P. Michael Saint (Saint Communications)

## **Staff Functions**

### **Headmaster / CEO: (Principal/Executive Administrative)**

Responsible For Daily Charter School Management

Act As Public Spokesperson for the Charter School

Operate The School Within Board-Approved Strategic Plan, Educational Process, Curriculum, Budget, and Policies

Attend Board Of Trustees Meetings

Develop, Manage, And Teach Student School-Wide Board Of Directors And Subgroups

Guide Secondary Students In Teaching Primary School Students In Taking Initiative

Lead Development Of Partnerships With Colleges And Nonprofit Organizations

Coordinate The International & Technology Aspects Of Communication Projects

Develop the Board of Trustees and Committees

Act as Liaison with the Secretary of Education submitting all proposals and reports

Guide the Public Relations and Marketing

Secure appropriate facilities for the Charter School

Guide the plans and partnerships related to the development of a new campus.

Guide the development and use of financial systems for the Charter School

Guide the development and use of Dovetail's student tracking and MIS systems

Guide the upgrading of Dovetail's project-based secondary curriculum each year

Guide the upgrading of Dovetail's student-centered learning process each year

Update Charter School's strategic plan each year

Develop and revise staff job descriptions each year

Guide the recruitment of individual, nonprofit, and government partners

Guide the ongoing evaluation of the Charter School's programs

Guide the development of the annual report

### **Parent/Community Coordinator: (Parent/Community Coordinator)**

Coordinate Volunteer Recruitment, Tracking, and Placement

Guide Parent Recruitment And Involvement

### **Office Manager: (Secretary)**

Provide Secretarial Support As Needed For The Charter School



Keep Records And Transcripts On All Charter School Students  
Provide Student Reports As Needed To All Staff, Students, and Parents  
Assist in Teaching Systems Development

**Accountant:**

Handle Payables For The Charter School  
Coordinate Purchasing And Inventory  
Track And Handle Confirmation Of Cash And In-Kind Donations  
Prepare Monthly Reports On Income And Expenses For Management And Trustees

**CPA Firm For Annual Audit:** (Accounting & Payroll)

**Secretary:** (Secretary)

**Student Recruiter From Private Schools** [During "Year 0" Only]

Contact Private Schools For Students They Reject

**Custodian:** (Custodian)

**School Nurse & Doctor:** (Teachers Part Time)

## ***Primary School***

**Primary School Head Teacher:** (Teachers)

Guide The Development Of The K-2 Curriculum  
Guide The Formation Of The Primary School Council  
Manage K-2 School  
Develop, Manage, And Teach Secondary School's Early Childhood Develop. Projects  
Guide Advanced Secondary Students In Helping To Teach Primary School Students  
Teach K-2 School  
Oversee Volunteer Program For Primary School  
Represent Teachers On Board Of Trustees  
Provide Information As Needed For Student Records and Transcripts.  
Manage Practice Teachers From Colleges  
Manage Fitness And Art Contractors To Provide Services For Primary School  
Assist with needed support for the students

**Primary School Teachers:** (Teachers)

Teach In The Primary School  
Manage Practice Teachers From Colleges  
Assist Lead Teacher In Teaching Secondary School's Early Childhood Devel. Projects  
Assist with needed support for the students

**Practice Teachers:** (Teachers Part-Time)

Assist in teaching in the Primary School  
Assist with needed support for the students

**Special Education Teachers:** (Teachers Part-Time)

**Art Education:** (Teachers Part-Time)

**Physical Education:** (Teachers Part-Time)

## ***Secondary School***

**Secondary School Head Teacher:** (Administrator)

Guide The Development Of The 7-10 Curriculum  
Guide The Formation Of The Secondary School Council  
Manage 7-10th Grade School and Projects  
Guide Advanced Secondary Students In Helping To Teach Primary School Students  
Teach Career Competencies For 7-10 School  
Oversee Volunteer Program For Secondary School  
Represent Staff On Board Of Trustees  
Provide Information As Needed For Student Records and Transcripts.  
Manage Practice Teachers From Colleges  
Manage Fitness And Art Contractors To Provide Services For Secondary School  
Assist with needed support for the students

**Curriculum Coordinator:** (Teachers Part-Time))

Guide Curriculum Development For Secondary School  
Assist In Marketing Of Charter School  
Develop And Teach The Secondary School's Nutrition/Fitness/Health Projects  
Guide Secondary Students In Teaching Primary School Students In Fitness/Nutrition  
Guide The Development And Implementation Of Human Resources Policies  
Be Adult Resource For Subgroup C of Secondary School Students on Board of Dir.  
Guide Secondary Student's Optional Advanced Work In Fitness/Nutrition  
Manage Contracts With Fitness (Fit For Success) And Nutrition Contractors  
Manage Adult Help To Student's Optional Advanced Work In Fitness/Nutrition:  
Including: Fit For Success, Hull Lifesaving Museum, Hull Yacht Club, Donohue's  
Assist In Teaching Math  
Ensure That Physical Education Requirements Are Met In Primary & Secondary Schools

**Guidance Counselor(s):** (Paraprofessionals)

Refer Student To External Resources As Needed  
Assist Adults Working With Each Board of Directors' Subgroup  
Be Adult Resource For Subgroup A of Secondary School Students on Board of Dir.  
Work With Head Teachers To Gather School-To-Work Opportunities  
Assist Secondary School Head Teacher With College Partnerships  
Provide Students With Guidance On Colleges  
Provide Students With Guidance On Careers  
Assist In Developing The Secondary School Curriculum  
Guide The Formation Of The Secondary School Council  
Manage Volunteer Program For Secondary School  
Manage And Help Build College - Charter School Partnerships  
Integrate Career Competencies Into Curriculum And Teaching  
Lead Approach To Businesses and Nonprofits For Internships  
Coordinate The Keeping & Provision Of Information As Needed For Student Records



### **Social Studies Teachers:** (Teachers)

Coordinate The Work Of The Volunteer Social Studies Tutors  
Coordinate The Parent's Work In Reinforcing Their Child's Learning Of Social Studies  
Review The Projects To Integrate Social Studies Into Each Of Them  
Assist With International Projects  
Manage Practice Teachers From Colleges  
Assist With Primary School As Feasible  
Assist with needed support for the students

### **Mathematics Teachers:** (Teachers Part-Time)

Coordinate The Work Of The Volunteer Math Tutors  
Coordinate The Work Of The Parents In Reinforcing Their Child's Learning Of Math  
Review The Projects To Integrate Math Into Each Of Them  
Assist With Construction Projects  
Manage Practice Teachers From Colleges  
Assist With Primary School As Feasible  
Assist with needed support for the students

### **Science Teachers:** (Teachers Part-Time)

Coordinate The Work Of The Volunteer Science Tutors  
Coordinate The Work Of The Parents In Reinforcing Their Child's Learning Of Science  
Review The Projects To Integrate Science Into Each Of Them  
Assist With *Environment* Projects  
Manage Practice Teachers From Colleges  
Assist With Primary School As Feasible  
Assist with needed support for the students

### **English Teachers:** (Teachers Part-Time)

Coordinate The Work Of The Volunteer English Tutors  
Coordinate The Work Of The Parents In Reinforcing Their Child's Learning Of English  
Coordinate The Adults Who Are Co-Reading Books With The Students (Include Libraries)  
Review The Projects To Integrate Science Into Each Of Them  
Assist With Journalism/Marketing Projects  
Manage Practice Teachers From Colleges  
Assist With Primary School As Feasible  
Assist with needed support for the students

### **Foreign Language Teachers:** [Greek, Italian, French, Russian] (P-T Teachers)

Coordinate The Work Of The Volunteer Foreign Language Tutors  
Coordinate The Work Of Parents In Reinforcing Their Child's Learning Of Languages  
Review The Projects To Integrate Foreign Language Where Appropriate  
Assist With Blue Ice International Newsletter and Other International Projects  
Manage Practice Teachers From Colleges  
Assist With Primary School As Feasible - Explore Immersion Program  
Assist with needed support for the students

### **Technology Teachers:** (Teachers Part-Time)

**Nutrition/Health Teachers:** (Teachers Part-Time)

Provide Health/Nutrition Classes To Primary And Secondary Schools  
Assist Curriculum Coordinator In Developing/Teaching Nutrition Classes/Projects  
Assist with needed support for the students

**Physical Fitness Teachers:** (Teachers Part Time)

**Practice Teachers:** (Teachers Part-Time)

Assist in teaching in the Secondary School  
Assist with needed support for the students

**Special Needs Teachers:** (Teachers Part-Time)

**Arts Teacher:** (Teachers Part-Time)

Provide Art Classes To Primary And Secondary Schools  
Assist with needed support for the students

**Environmental Projects Teacher:** (Teachers Part-Time)

Develop, Manage, And Teach The Secondary School's *Environment* Projects  
Guide Secondary Students In Teaching Primary School Students In *Environment*  
Be Adult Resource For Subgroup D of Secondary School Students on Board of Dir.  
Guide Secondary Student's Optional Advanced Work In *Environment*  
Manage Adult Help To Secondary Student's Optional Advanced Work In *Environment*:  
Including: Nancy Kramer, William Weiser, Hull Lifesaving Museum, Suffolk University,  
Assist In Teaching Science  
Manage Practice Teachers From Colleges  
Guide Relations With Partners Including: Tennessee, SEA HULL  
Assist with needed support for the students

**Human Services Projects Teacher:** (Teachers Part-Time)

Develop, Manage, And Co-Teach Secondary School's Human Service Projects  
Guide Secondary Students In Teaching Primary School Students In Human Services  
Manage Adult Help To Secondary Student's Optional Advanced Work In Human Service:  
Including: Very Special Arts Massachusetts and Hull Council On Aging, Massasoit  
Assist Development And Teaching Of Human Services Classes/Projects  
Assist with needed support for the students

**Entrepreneurship Projects Teacher:** (Teachers Part-Time)

Develop, Manage, And Teach The Secondary School's Construction Projects  
Guide Secondary Students In Teaching Primary School Students In Construction  
Be Adult Resource For Sub-Group E of Secondary School Students on Board of Dir.  
Guide Secondary Student's Optional Advanced Work In Construction  
Manage Adult Help To Secondary Student's Optional Advanced Work In Construction:  
Including: Ralph LeBlanc, Town of Hull, YouthBuild, SEA HULL, Council On Aging,  
and Architects, Plumbers, and Electricians Needed To Teach In YouthBuild Projects  
Assist with needed support for the students



### **Communication Projects Co-Teachers:** (Teachers Part-Time)

Develop, Manage, And Teach The Secondary School's Journalism/Marketing Projects  
Guide Secondary Students In Teaching Primary School Students In Journalism/Market.  
Guide Secondary Student's Optional Advanced Work In Journalism/Marketing  
Guide Implementation Of Marketing Project With Town Of Hull  
Guide Implementation of Journalism Project With Blue Ice and Waxler Trust  
Manage Adult Help To Secondary Student's Optional Advanced Work In Journalism/Mar:  
Including: Sharon Pywell, Anne Saint, Bob Mamis, Jim Bencivenga, Hull Times,  
Patriot Ledger, Suffolk University, Boston Globe South Weekly  
Assist In Teaching English  
Manage Practice Teachers From Colleges  
Assist with needed support for the students

**Project Leaders/Resources:** Various Individuals And Organizations As  
Paraprofessionals In *Communication, Human Services, Entrepreneurship, & Environment* plus  
Fitness/Nutrition/Health

## ***Grant Funded Development Contractor***

### **Program Developer(s):** (Grant Funded Paraprofessional)

Co-Develop Community Education Programs With Jananne Cannon  
Coordinate Project Reports For Funders  
Guide Group Of Students In Developing Elder Hostel Programs  
Form & Guide Charter School Community Education Committee  
Assist In Drafting Government Grants For Community Education & Inclusion  
Provide Initial Management of Funded Programs (Vacation & Summer)

### **Enrichment & Incubator Projects:** (Grant-Funded Paraprofessional)

Develop, Draft, And Manage Saturday Enrichment School Programs  
Co-Develop Community Education Programs With Pamela Cooney  
Develop And Manage Site-Based Enterprises For Advanced Students  
Assist Fund Raising By Drafting Saturday School, International, & Site-Based  
Enterprises Summaries

### **Funder Researcher:** (Grant-Funded Paraprofessional)

Research Appropriate Potential National Foundation And Corporate Funders

### **Curriculum Developer:** ["Year 0" Only] (Grant-Funded Paraprofessional)

Assist In Developing *Environment* & Technology

### **Proposal Writer:** (Grant-Funded Paraprofessional)

Write Grant Proposals To Public And Private Funding Sources

### **Cause Marketing Staff:** (Grant-Funded Paraprofessional)

Recruit Corporate Sponsors To Financially Underwrite Projects Of The Charter School

**Business Outreach Staff:** (Grant-Funded Paraprofessional)

Contact Businesses For Site-Based Enterprises  
Recruit Businesses For Student Internships  
Recruit Businesses As School-To-Work Partners

**Real Estate Counsel:** (Mortgage: Campus Development)

Guide The Development Of A New Campus For The Charter School With Colleges

**Public Relations Counsel:** [Initially Operating On A Pro Bono Basis]

## **14. School Governance**

A. The Board of Trustees hold all of the powers of the South Shore Charter School. The Board of Trustees have initially contracted with Dovetail Consulting to provide management for the Charter School including the Headmaster who initially is Timothy Anderson who is also the President of Dovetail Consulting.

B. The Board of Trustees have been and will always be selected from six or seven groups: (1) Parents of students in the Charter School, (2) Students in the Charter School, (3) Part-Time Teachers in the Charter School, (4) College, business, and nonprofit partners assisting the Charter School, (5) Educational advisors and community members from Hull and the surrounding South Shore communities, and (6) experienced Trustees from the Hull Council for Business & Cultural Development which will act as our Local Educational Foundation. We are also committed to expand the Trustees with (7) positions for representatives of the Hull Public Schools who embrace our Mission and are committed to making the Charter School a success.

As called for in the by laws (similar to traditional nonprofit by laws), the Trustees have formed a small nominating committee to select appropriate new members and present them annually as a slate for fixed and staggered three year terms on the Board. These slates will be voted on by the Board at its annual meeting. The Board of Trustees will total between 11 and 21 members. There are presently 17 members. The Board is able to fill vacant seats.

C. The Board of Trustees has overall charge of the Charter School by setting its policies; approving its curriculum, evaluation, annual workplan, and budget; and by hiring, evaluating, determining compensation for and firing the Headmaster. They have created committees as needed and assist in the fund raising and public relations as requested by the Headmaster. They annually elect from among their members their officers. They may remove Trustees and Officers for reason and fill vacancies until the next annual meeting. The Trustees also oversee the development of a student and staff code of conduct including a discipline and expulsion policy; personnel policies including the terms and conditions of employment, a management operations plan, and admission criteria for selection of students. They also have the power of amending the by laws at the annual meeting.

D. The Board of Trustees will always include parents, students, part-time teachers, community members, and representatives of partner organizations in its membership. Once the Charter is received, all of the meetings of the Board of Trustees will be publicly posted and open to the public. The Board of Trustees through its committees and its evaluative role will have regular contact with the students, parents, teachers, and partner organizations.



E. The Board of Trustees is advised by two formal parent Councils initially composed of the parents or legal guardians of students interested in becoming the K-2nd graders and of the 6th and 10th graders respectively. These parents review and make recommendations of the curriculum, evaluation, policies, and workplan. Parents on the Board will also serve as the liaison with these committees and regularly represent their interests. They will also be advised by a Board of Directors of all 6th - 10 graders. This Board, working through sub-groups of 10 to 11 students will guide the policies, workplan, and budget of the *Apprentices* portion of the Charter School and also make recommendations to the Trustees on the curriculum, evaluation, policies, and workplan.

F. On the following pages, we show a graphic depicting the educational village that we would like to help with our students' learning process. The major underpinning of this Charter School will be the assumption that it really does take a whole community to raise a child. This Charter School will depend upon the more than 71 mentors that have already been recruited to reinforce what has been learned in the academic courses. The list of the mentors who have volunteered is included but is not complete as several have asked that their names not be used publicly as they still have students or friends in the Hull Public Schools.

There will also be a strong dependence upon the parents to reinforce in the home what is taught in the school. The community will also be involved through a wide range of external nonprofit organizations and colleges and businesses as well as panels of research scientists and locally elected and appointed boards and commissions. The following partnerships are already in place:

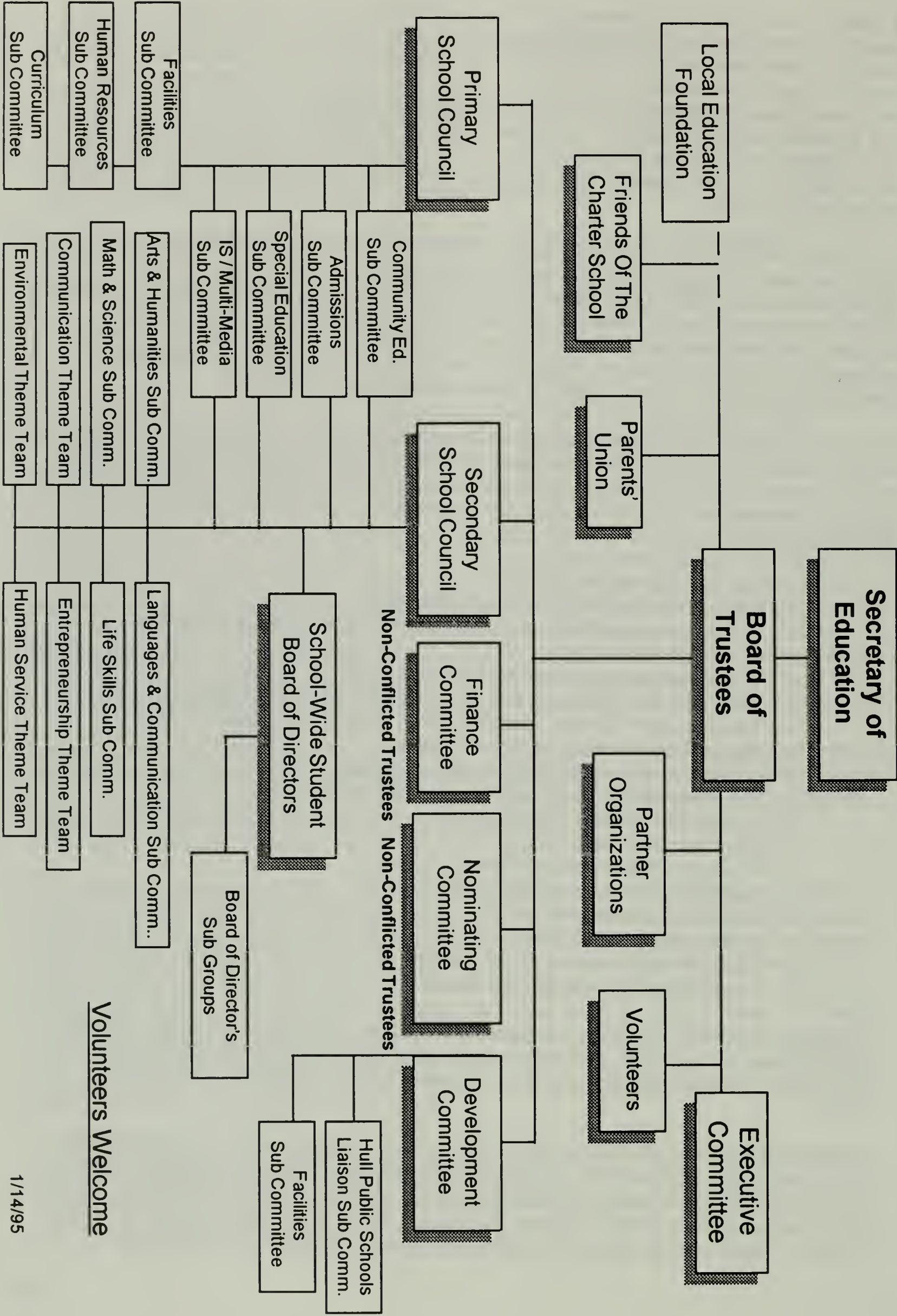
- Arts In Progress, Inc., Boston
- Blue Ice International, Inc., Washington D.C.
- Cohasset Knoll Rehabilitative and Long Term Care Center, Cohasset
- Dovetail Consulting, Hull
- Fit For Success, Inc., Cohasset & Los Angeles
- Hull Council For Business & Cultural Development, Inc., Hull
- Massachusetts Student Alliance Against Violence And Racism, Quincy
- Massasoit Community College, Brockton
- National Academy Foundation, New York City
- New Heights Charter School, Stillwater, Minnesota
- Norwell Commission On Disability
- Our Town, Inc., Hull
- Plymouth Philharmonic Orchestra, Plymouth
- Saint Communications, Inc., Hingham
- Sandcastle Associates, Inc., Hull
- Suffolk University, Boston
- Theodore S. Samet Company, Newton
- Very Special Arts Mass., Inc., Boston

We have several other partnerships in place but do not yet have them confirmed in writing. Other organizations are willing to work in partnership with us but do not wish to have their names listed in this proposal because of the negative repercussions from the Hull Public Schools.

The following organizational chart is meant to help outline our current governance structure. Next is our Conflict of Interest policy. The next page shows the roles of the various players in our "educational village". After that are seven sample contracts for: Arts In Progress, New Heights Charter School, Fit For Success, Blue Ice International, the Plymouth Philharmonic Orchestra, the Norwell Commission On Disability, and the Hull Council For Business &

South Shore Charter School

Organizational Chart



Volunteers Welcome



# *South Shore Charter School*

## **1994 - 1995 Board of Trustees**

<b>Timothy Anderson</b> Board Chair	Hull Parent, President, Dovetail Consulting (1996) Community Service Project Director, National Academy Foundation Managing Director, Hull Council For Business & Cultural Develop.
<b>Michael S. Nuesse, Esq.</b> Clerk	Hull Parent; Attorney; Director, Hull Council For Business & Cultural Development; Former Chair, Hull Conservation Commission; Zoning Board of Appeals Members (1996)
<b>David T. Williams</b> Treasurer	Environmental Science Coordinator, Quincy College (1994)
<b>Walter H. Johnson, Ph.D.</b> Secondary School Chair	Chairman, Physics & Engineering Department, Suffolk University, Cohasset Parent (1995)
<b>Debra Kirby, Ph.D.</b> Primary School Chair	Researcher, Harvard Medical School, Hull Parent (1995)
<b>Francine F. Townsend</b> Development Chair	Partner, Sandcastle Associates, Hull Parent, Former Member of Hull School Committee, Co-Founder & Treasurer of Hull Council or Business & Cultural Development, Former Teacher (1995)
<b>Jean L. McCluskey</b> Nominating Chair	Environmental Engineer (1996)
<b>Jananne S. Cannon</b>	Parent, Vice President, Dovetail Consulting (1996) Former Director, Suffolk Univ. Management Develop. Center Former Asst. Dir., Northeastern Univ. Management Devel. Center
<b>Michael N. Booker</b>	Hull High School Student & Hull Environment & Service Corpsmember (1995)
<b>Wayne W. Eckerson</b>	Parent, Former History Teacher, Coach, and Guidance Counselor, Sen. Editor & Sen. Consultant, Patricia Seybold Group (1997)
<b>Pamela A. Ellis</b>	Director, Mass. Student Alliance Against Violence & Racism Norfolk County District Attorney's Office (1995)
<b>Elliot Gabriel, Ed.D.</b>	President's Liaison, Suffolk-Hull Public Schools Partnership (1995) Associate Dean of Students, Suffolk University, Parent
<b>Richard L. Gingras</b>	Group Leader, Worldwide Services, Apple Computer, Parent (1997)
<b>Carl F. Kowalski, Ph.D.</b>	Special Assistant to the President, Massasoit Community College, Parent, Chairman, Whitman-Hanson School Committee (1995)
<b>Jo Loughnane, Ed.D.</b>	Hull Parent & Kindergarten Teacher, Hull Public Schools (1995)
<b>François Martel, Ph.D.</b>	AeroAstro, Inc. & M.I.T. Scientist, Hull Parent (1996)
<b>Joyce P. Newhouse</b>	Executive Director, Mass. Pre-Engineering Program (1997)
<b>Regina H. Ryan</b>	President, Ryan Communications (1997)

# South Shore Charter School, Inc.

*Developing A New Public School Serving the South Shore*

## Board of Trustees Phone Directory As Of 10/3/94

Name	Affiliation	Work	FAX	Home	Address
Timothy Anderson '96	Parent & President, Dovetail Consulting	925-3078	925-9818	925-3078	936 Nantasket Ave. Hull 02045
Michael N. Booker '97	Hull High School Student	925-5724	-	925-5724	46 Main Street, Hull 02045
Jananne S. Cannon '96	Parent & Vice President, Dovetail Consulting	484-7522	484-7522	484-7522	38 Orchard St. Belmont 02178
Wayne W. Eckerson '97	Parent & Former History Teacher, Coach, Guidance Counselor & Senior Editor & Senior Consultant Patricia Seybold Group	742-5200	742-1028	925-1321	60 Vautrinot Ave. Hull 02045
Pamela A. Ellis '95	Director, Massachusetts Student Alliance Against Violence & Racism	472-0613 x102	770-3891	328-0631	DA's Off. 10 Granite Quincy 02169
Elliot Gabriel, Ed.D. '95	Parent & Associate Dean of Students, Suffolk University	573-8239	742-2582	969-2441	41 Temple St., Boston 02114
Richard L. Gingras '97	Parent & Group Leader, World Wide Services Apple Computer	408-996-1010	408-862-5220	415-949-4866	546 Covington Rd., Los Altos, Ca. 94024
Walter H. Johnson, Ph.D. '95	Parent & Physics & Engineering Department Chair, Suffolk University	573-8602	573-8513	383-9486	59 Jerusalem Rd Dr. Cohasset 02025
Debra Kirby, Ph.D. '95	Parent & Researcher, Harvard Medical School	735-7811	-	925-5976	9 Gallops Hill Rd. Hull 02045
Carl F. Kowalski, Ph.D. '95	Parent & Special Assistant to the President, Massasoit Community College	508-588-9100x1004	508-427-1255	447-0203	One Massasoit Blvd. Brockton 02402
Jo Loughnane, Ed.D. '95	Parent & Teacher, Hull Public Schools	925-0353	-	925-0353	50 Andrew Ave. Hull 02045
Francois Martel, Ph.D. '96	Project Coordinator, AeroAstro & MIT	253-9847	253-0861	925-3893	30 Lynn Ave. Hull 02045
Jean L. McCluskey '96	Vice President, Director of Project Management, Stone & Webster	589-7874	589-1979	925-9057	72 F. St.Hull 02045
Michael S. Nuesse, Esq. '96	Parent & Attorney At Law	749-3440	749-9923	925-5777	7 Western Ave. Hull 02045
Regina Harte Ryan '97	President, Ryan Communications	522-9026	524-8054	522-9026	201 Chestnut Av Jamaica Plain 02130
Francine F. Townsend '96	Parent & Partner, Sandcastle Assoc.	925-2273	925-2315	925-2243	P.O. 422 Hull, 02045
David T. Williams '97	Environmental Science Coordinator, Quincy College	984-1654	984-1789	925-4346	136 Hampton Circle, Hull 02045



# *South Shore Charter School, Inc.*

*Developing A New Type of Public School to Serve the South Shore*

## **Conflict Of Interest Policy & Initial Disclosures As Of 10/1/94**

**BACKGROUND:** Both the education reform legislation of 1993 and the request for proposals soliciting our proposal to establish a Charter School encouraged the inclusion of parents, representatives of partner organizations, and teachers on the governing Board of Trustees as well as the involvement of private enterprise in the governance of the Charter Schools in Massachusetts.

**POLICY:** No person shall be disqualified from holding any office by reason of any conflict of interest. In the absence of fraud, any Trustee or officer of this corporation, or any concern in which any such Trustee or officer has any interest, or any individual having any interest in any such concern, may be a party to, or may be monetarily or otherwise interested in, any contract, transaction or other act (collectively called a "transaction") of this corporation, and

(1) such transaction shall not be in any way invalidated or otherwise affected by that fact; and

(2) no such Trustee, officer, concern, or individual shall be liable to account to this corporation for any profit or benefit realized through any such transaction;

provided, however that such transaction either was fair at the time it was entered into or is authorized or ratified by a majority of the Trustees who are not so interested and to whom the nature of such interest has been disclosed and who have made any findings required by law. Except to the extent otherwise provided by law, any interested Trustee of this corporation may be counted in determining the existence of a quorum at any meeting at which such transaction shall be authorized and may vote to authorize such transaction.

For purposes of this Section, the term "interest" shall include personal interest and also interest as a Trustee, officer, stockholder, shareholder member or beneficiary of any concern; and the term "concern" shall mean any corporation, association, trust, partnership, firm, person, or other entity other than this corporation.

No transaction shall be avoided by reason of any provision of this section which would be valid but for such provision.

As the Board of Trustees therefore includes individuals with current and/or potential conflicts of interest, any Trustee having any form of current or potential conflict of interest with the Charter School shall disclose this to the Trustees in writing each year at the first Trustee meeting after the Annual Meeting. Trustees with no conflicts will also be asked to state this in writing to the Board. These disclosures will be attached with the minutes

of that meeting. The Trustees have a Finance Committee composed of Trustees that do not have any current or expected future conflict of interest to review and oversee the Charter School's relationships with any Trustees receiving any form of compensation from the Charter School. The Nominating Committee is also composed of Trustees that do not have an current or expected future conflict of interest with the Charter School.

**INITIAL DISCLOSURES:** In our proposal to the Massachusetts Secretary of Education , we fully disclosed that Dovetail Consulting, a private business, was developing the South Shore Charter School and disclosed all individuals and partner organizations that had any potential conflicts of interest including the fact that Trustees Timothy Anderson and Pamela Cooney are married and co-own Dovetail Consulting. Jan Cannon is a Vice President of Dovetail Consulting, Jo Loughnane is an employee of the Hull Public Schools and may be the Head Teacher for the Primary School portion of the South Shore Charter School.

As the awarding of the Charter came closer, the Board determined the desirability of retaining Jan Cannon on the Trustees as a representative of Dovetail Consulting as Pamela Cooney was resigning as a Trustee and Timothy Anderson is becoming the Headmaster. This was important as the Board voted to retain Dovetail as the initial Development Contractor on an annual basis.

During the developmental period and during the period from our receiving the Charter and the actual receipt of public tuition funds, the Headmaster, CEO, and founder will also act as our Board Chair. By July 1, 1995, our staff will be hired by the Charter School (until then they will be retained by Dovetail Consulting). By September of 1995, a member of the Board of Trustees who receives no income from the Charter School shall be elected to be the new Board Chair. This will be preceded by the Board electing a Vice Chair.

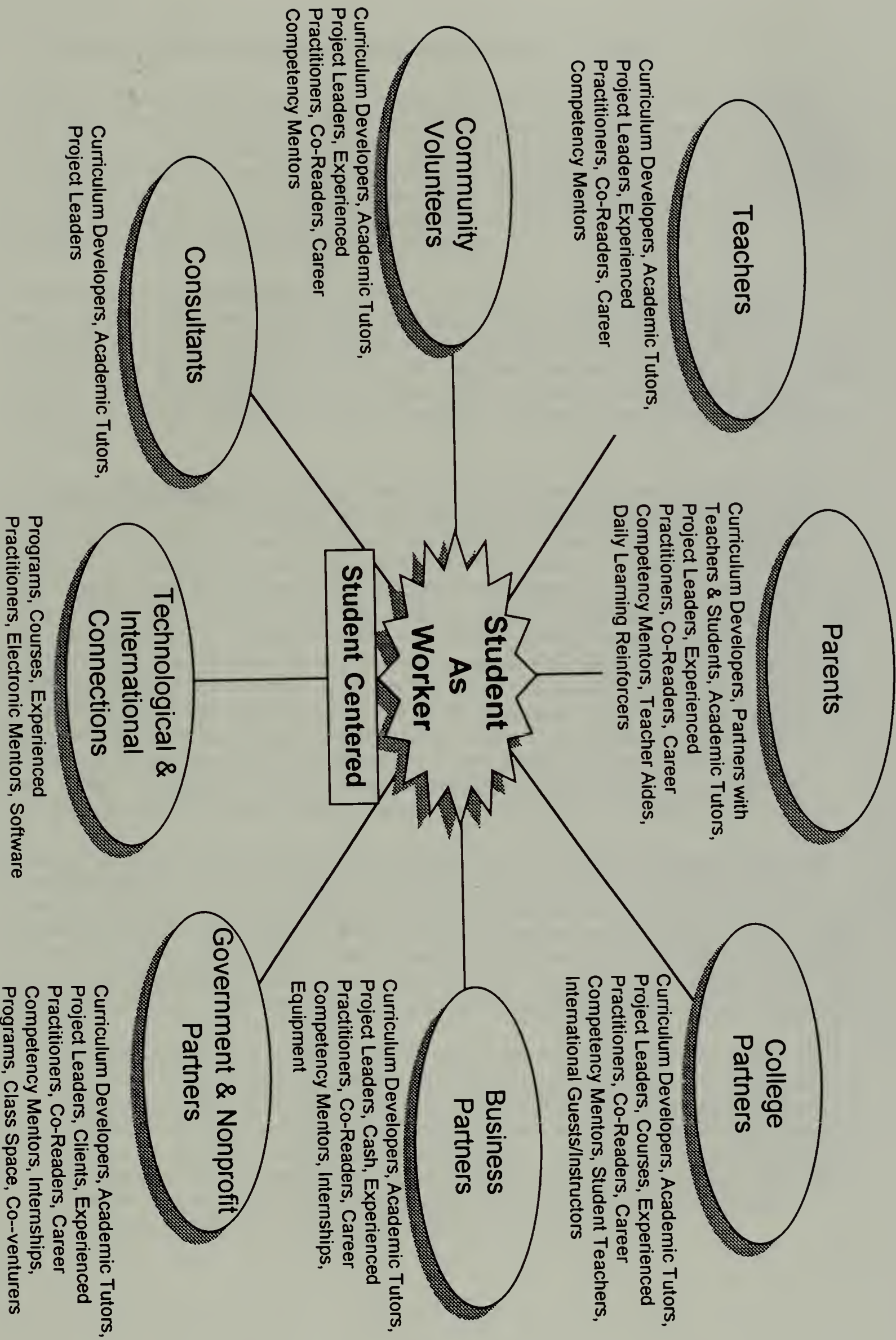
All of the consultants of Dovetail Consulting, including Pamela Cooney, may be: (1) hired onto the Charter School staff individually and/or (2) retained by Dovetail in its role as the initial Development Contractor to the Charter School, and/or (3) retained by Dovetail under the \$25,000 that the Board has budgeted annually for personnel (other than the Headmaster) to assist with unforeseen management issues. A list of Dovetail's current consultants is attached. The Development contract for the Charter School is an annual contract that is reviewed by the non-conflicted Finance Committee annually and they then make a recommendation to the full Board of Trustees. The Finance Committee will also approve of salary scales for all Charter School staff, approve of any additions to the Dovetail roster of consultants, and pre-approve of any itemized expenditures of the above-mentioned \$25,000.

In exchange for long-term development and creative efforts to date, Dovetail Consulting retains ownership of the intellectual properties (including process, projects, and systems) related to the School with the Charter School being allowed to use them on the South Shore. In exchange for Dovetail reducing its management fee to \$1 per year, the Charter School agrees that Dovetail will have the rights outside of the South Shore to disseminate and sell the curriculum that both developed together as Dovetail sees fit and to be recognized on the letterhead as the developer of the School.



South Shore Charter School

Educational Village







## 15. Charter School Building Options: (Revised 11/28/94)

Over the next few years, we would like to co-develop a campus in Hull with our college partners. This campus would be located near Hull's borders with Hingham and Cohasset. The campus can be developed in phases. One facility option that is still open to us for this coming September is to begin the development of this campus with modular, pre-fabricated, or mobile classrooms on one of the proposed sites. Another facility option that we are still working on is our use of a portion of the underutilized buildings of the Nantasket Reservation of the Metropolitan District Commission.

The final option that could still be available to us prior to our September opening is our leasing or purchasing the underutilized Temple Beth Shalom school building at 600 Nantasket Avenue in Hull. Their leadership has expressed concern with renting to us given the Hull School Superintendent's and School Committee's negative approach to the Charter School. Recently the leadership of the Catholic Parish in Hull has also taken the same position with regard to their three vacant buildings: a rectory and two buildings that were churches.

**Donohue's Restaurant and Marina:** We have an agreement to lease the 3,200 square feet of the first floor of this building at A and Bay Streets from the owners for \$1,500 per month plus electricity. It is accessible and has sprinklers. We hope that this will be our Secondary School's headquarters for our 108 6th-12th graders. We plan on moving our reflection days and *human service* and *communication* theme projects here. The student will go to other sites for their *entrepreneurship* and *environmental* theme project work. We may have some of the Massasoit Community College and *Apprenticeship* programs in this building during afternoons and evenings. We also expect to hold Saturday and vacation week enrichment programs here. Normally, we would provide education to between 44 and 66 students here each day. We will design computer carts so that we can easily, securely store the computers as needed. We would only have a larger number when we use the space for a school assembly or a speaker. This plan is still contingent on the owner succeeding in receiving a revision of their liquor license to allow them to have a public school within 500 feet of their establishment. We budgeted \$16,500 plus

While we continue to work toward our long range plans for our growing space needs, we have entered into four separate agreements that ensure that we now have space under agreement that is adequate to providing classroom space for all of our 150 students in September of 1995. We retained the right to cancel these agreements prior to July 1, 1995 if we are able to secure a single school building for all 150 students or an appropriate space closer to the Hingham/Cohasset border. Our projection for attendance in September of 1996 is 400 students. Our 4 spaces for September '95 are described on the following page.

1. **94 Main Street:** We have reached an agreement to rent the first floor of this 1,222 square foot ice cream parlor and kitchen from the owner \$600 per month including all utilities. Each of the five groups of 22 - 44 students from our Secondary School will spend one day per week in this building for their reflection, art, tutorials, Board of Director's meetings, meeting with their mentors and co-readers, and other general academic work. To reduce the rent, we agreed to provide the nonprofessional labor needed to make the shop more accessible. We have budgeted that the total rent/utility cost for this building will be \$6,600 for Year 1.

2. **2/4 Samoset Avenue:** We have leased this 3,200 square foot building from the Hull Redevelopment Authority which has agreed to rent it to us for our covering our portion of the utility costs for two years and our securing over \$20,000 in improvements to the building. The building is accessible. This will be our Primary School's headquarters for our 42 K-2nd graders. We also will have 22 of the Secondary School students here for their *human service* theme projects to be in the building working with the younger students and on other projects. In the evenings, we will have the Massasoit College Courses in this building. We will also have our Saturday and vacation week enrichment programs in this building as well as our planned Summer Enrichment Camp that will be part of our vehicle for extending the learning year for our students. We estimate that the total rent/utility cost for this building will be \$3,000 for Year 1.
  
3. **Weir River Estuary Field Lab:** We are leasing this 950 square foot building from the Hull Council For Business & Cultural Development, the owner's representative and manager, for \$400 per month plus \$750 per year toward the electricity. The building is accessible. Each day, 22 students will learn using their *environmental* theme projects here. We plan to offer an ocean biology course with Massasoit Community College here. We will also use this building in our Saturday and vacation week enrichment programs and for our planned Summer Enrichment Camp. The total rent/utilities cost will be \$5,550 for Year 1.
  
4. **752 Nantasket Avenue:** We have an agreement to lease the full first floor of this building from the owner, the Jacob Realty Trust, for \$1,200 per month. If we are not able to use Donohue's, 44 of our Secondary School students will work on their *entrepreneurship* and *communication* theme projects here. The owner, a plumbing contractor, plans on adding a third (ADA accessible) uni-sex bathroom. With our use of Donohue's we would only need to rent a portion of the building for \$450 per month including utilities for a total of \$4,950. Without our use of Donohue's we would need to spend a total of \$13,200 on this building.

The Following chart shows the total amounts of rent and utilities that we have budgeted for Year 1 based on our ability to use Donohue's.

#	Building	Program	w Donohue's	No Donohue's
1A.	Donohue's	Reflection/ <i>Communication</i>	\$18,000	0
1B.	94 Main	Reflection/Tutoring/Art	0	\$6,600
2.	HRA Build.	Primary/ <i>Human Service</i>	\$2,000	\$3,000
3.	Field Lab	<i>Environment</i>	\$5,150	\$5,550
4.	752 Nantas	<i>Entrepreneurship/Communication</i>	\$4,850	\$13,200
	TOTAL:	150 Students	\$30,000	\$28,350



# *South Shore Charter School*

## **Facilities**

All of the facilities for the 62 K-2nd grade students who will attend our Primary School in September of 1995 are located in the 3,200 square foot building at 2 and 4 Samoset Avenue in Hull. All facilities are on the first floor and are ADA accessible. The building has 7 rooms, 2 storage closets, 2 coat areas, and 3 bathrooms. Lunch will be brought into the building by the students and/or by a food services contractor. The building is owned by the Hull Redevelopment Authority which leased the building to our Charter School last September. We have access to a large 35 acre site surrounding the building between the Ocean and the Bay. The HRA and we will landscape the area around the building and build a protected play area with playground apparatus. The 7 rooms will be used as follows:

- |  |   |
|--|---|
| 1. Classroom   | 5. Quiet Room & Special Education Room          |
| 2. Classroom   | 6. Nurse station, adult office, and kitchenette |
| 3. Classroom   | 7. Adult office                                 |
| 4. Library & Computer Room (May Be Used For Special Education) |   |

The facilities for the 88 students from grades 6-12 in our Secondary School will be located in three separate buildings. Food will be delivered to each building by a food services contractor and/or students may bring their own lunch. Students will stay in the same building all of any given day. We have leases to begin on August 1, 1995 for each of these buildings. We have arranged for assemblies in a separate building. The 3 buildings are:

- The 1-story, 3-classroom, 900 sq. ft. Weir River Estuary Lab Building (for our Environment Theme) at 63 George Washington Blvd. for 22 students. This building is owned by the Hull Council For Business & Cultural Development. We plan to have some of our students collaborate with the Council in partially renovating their building and making a bathroom accessible. The building is in a 40 acre site that is designated by the State as an Area of Critical Environmental Concern and is being developed by the Council, Town, State, and some of our students as a public park.
- The 3,400 sq. ft. of the 1st floor of 752 Nantasket Avenue (for our Entrepreneurship and Communication Themes) for 44 students. This 4 classroom building is owned by the Jacob Realty Trust and is across the street from a large plot of land filled with playing fields and tennis courts. We plan to have some of our students work with the Trust to make this building more accessible and school -like.
- The front 1,222 sq. ft. of the 1st floor of the Pemberton Ice Cream Parlor (for our Human Service Theme) at 94 Main Street for 22 students. The building is owned by Regina Meideros who has agreed to provide the materials and pay for the plumber and electrician needed to work with some of our students to make the restroom and main entrance ADA accessible. There is a large Town playing field behind the building and a public beach across the street.

We are working to upgrade and consolidate our facilities as soon as possible.

Donohue's Restaurant  
A Street On the Bay  
Hull, Massachusetts 02045  
(617) 925 5662

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October 15, 1994

Mr. Timothy Anderson  
Board Chair & Headmaster  
South Shore Charter School, Inc.  
c/o 936 Nantasket Avenue  
Hull, Massachusetts 02045

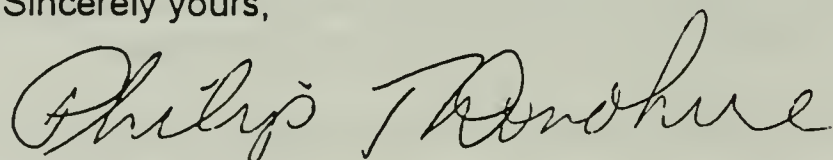
Dear Mr. Anderson:

Donohue's Restaurant agrees to lease the Charter School the 3,200 square foot first floor assembly space in our Restaurant and Marina Building for the period of August 1, 1995 to July 31, 1996. This lease is renewable annually with notice being given by February 1st. For the first year, the lease amount with heat included is \$1,500 per month. You may use the marina parking area for outdoor recreation except when we are moving boats at which time you can use the beach. Our building is fully accessible and has sprinklers. Staff and parent parking will be provided across the street so as to leave room for the safe movement of boats. We reserve the right to ask you to vacate the assembly room from Friday night to Sunday night each week for us to book rental events. We will give you 2 weeks notice of such occasions. We will provide storage for your computers, space dividers, white boards, and educational materials. You will be responsible for electric costs and regularly repainting surfaces damaged by the students.

We understand that the building will be used for approximately 108 6th - 12 grade students enrolled in the Charter School. We also understand that there will be ten to fifteen adults also present in the building and that during weekly special events, the occupancy may increase to 150 persons. We have been briefed on the project-based learning model that will be employed by your new public school.

The Charter School may cancel this agreement at any time until July 1, 1995 in the case that you succeed in securing a building space closer to the Hingham and Cohasset border of Hull and/or a single space which can accommodate all of your 150 students. In case of cancellation, you will be responsible for any event or capital costs we incur at your request. We agree that as the Secretary of Education requires, the Building Commissioner, Fire Inspector, and Health Inspector will be granted access to our building for the purpose of providing all required certificates.

Sincerely yours,



Philip Donohue  
Owner



**Primary Option if  
Permit Approved.**

**South Shore  
Charter School**

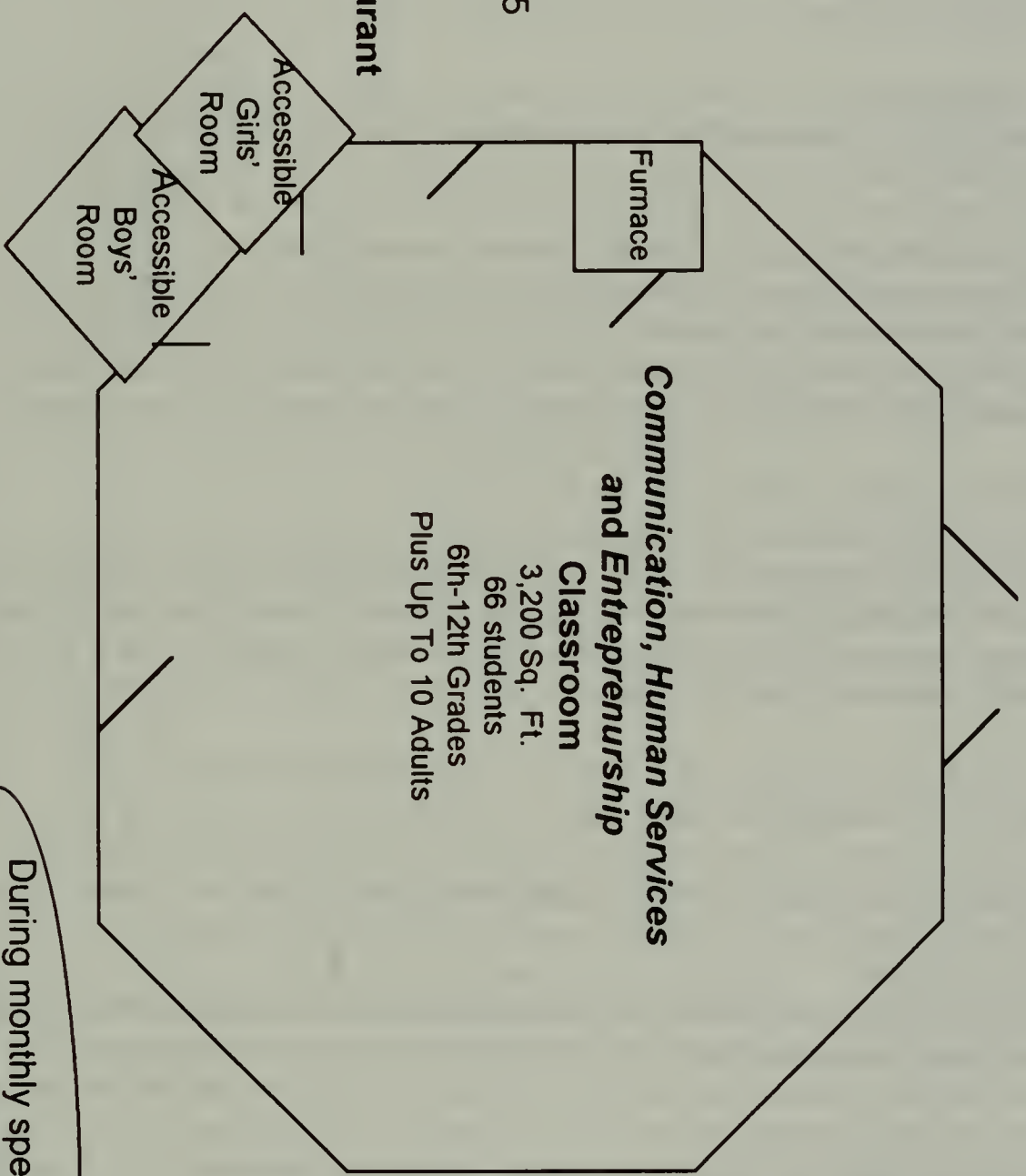
**A public school**

Opening in September 1995

**Owner: Donohue's Restaurant**

**2 A Street  
Hull, Massachusetts**

This space would take  
the place of 752 Nantasket  
Ave. and of Pemperton  
Ice Cream Parlor.



During monthly special events there may be  
up to 150 persons in this space.

Coat Closet & Storage Closet  
Are On Same Floor

## Lease Between the Hull Redevelopment Authority and the South Shore Charter School, Inc.

Beginning September 1, 1994, the Hull Redevelopment Authority hereby leases its 3,350 square foot building at 2 and 4 Samoset Avenue in Hull to the public Charter School. This lease shall be on a month-to-month, tenant at-will basis. The Authority shall give three months warning of need to vacate for cause or because the redevelopment of the HRA property requires the building to be vacant. The Charter School will also give three months warning.

The Charter School agrees to schedule accessible educational, community, and cultural uses into the building. These will include the college courses for adults and high school students, community service learning projects for junior and senior high school students, and classes for elementary school children. In the front portion of 4 Samoset Ave., the Charter School will also include community center type cultural activities and programs open to Hull's adults and teens. All programs will be accessible to all and include special outreach efforts to people with disabilities. The HRA will refer groups and organizations interested in using the meeting space at the front of 4 Samoset when available to the Charter School at 925-3078 which will publicly post a monthly schedule of space.

Initial 1994-1995 programs will include the following:

- ♦ Ten *Hull Marketing Apprentices* of the Hull Council For Business & Cultural Development, Inc. funded by the Massachusetts Small Cities Program through the Hull Office of Community Development began to be housed in the front classroom of 2 Samoset Avenue on June 24, 1994.
- ♦ A community group that has been using the HRA building will continue to meet in the front classroom of 4 Samoset Avenue.
- ♦ A group hoping to begin a community center may hold Friday and Saturday night community activities in the front classroom of 4 Samoset Avenue.
- ♦ A group of several students and their parents from the Hull Environment & Service Corps and other programs developed by Timothy Anderson have asked the Charter School, Inc. to raise private and public funds to provide them with stipended community service learning apprenticeship programs in the areas of environment, human services, international relations, and journalism/marketing in the two back classrooms of 4 Samoset Avenue beginning in the fall of 1994.
- ♦ The Management Company for the Charter School is Dovetail Consulting and they will begin to use the two offices in the back of 2 Samoset Avenue in connection with their staff involved with the Charter School only. One of these offices will be used only when not in use by the HRA.
- ♦ The Board of Trustees and the ten Committees, Councils, and Boards of the Charter School have begun meeting in the front classroom of 4 Samoset Avenue.



- ♦ Seven Massasoit Community College courses are being offered through the Charter School in the classrooms in both 2 and 4 Samoset Avenue beginning in the first week of September of 1994.
- ♦ The Charter School is offering monthly potluck Intergenerational Seminars on the various project themes of the new public school. The first session is with four visitors from Russia being arranged through Suffolk University.
- ♦ This fall, the Charter School will offer Saturday enrichment programs for elementary and middle school aged students from the South Shore.
- ♦ The Charter School will be piloting some of its new home school learning programs from office in 2 Samoset.
- ♦ The Charter School will begin piloting a program with elementary students and their parents in 2 Samoset.

By this lease, the South Shore Charter School is allowed to paint and place an attractive (subject to your design review and design competition) sign announcing the Charter School on the side(s) of your building, to remove all excess materials from inside the building, to insure the building and contents, to receive mail there, to have additional phones installed, and refer to it as the South Shore Charter School, Inc. building in advertisements and the press with no mention of the HRA.

The Hull Redevelopment Authority will remain the owner of the building and continue to have its meetings and house its files in secure file rooms in the building. The HRA shall have an active office and phone line in the building. HRA meetings will be the first priority for use of the conference room in 2 Samoset. The HRA office may be used by adult staff people when not in use by the HRA. These adult staff will keep this office locked when not in use.

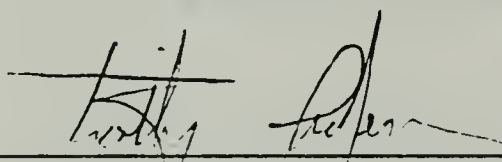
The approximately \$20,000 in renovations to make the HRA building more accessible to people with disabilities have been nearly completed by the Hull Council For Business & Cultural Development, Inc. with generous assistance from the Massachusetts Cultural Council and the Hull Environment & Service Corps of the Hull Public Schools. In exchange for these renovations, the HRA agrees to the request of the Board of Directors of the Hull Council For Business & Cultural Development, Inc. that the South Shore Charter School, Inc. be able to lease the building for the first two years at the following substantially reduced rate:

- During the period from September 1, 1994 until August 31, 1995, the South Shore Charter School will pay for its own phones and the difference in utility costs from last year's HRA expenses and ensure a working copier is in the building.
- During the period from September 1, 1995 through August 31, 1996, the South Shore Charter School will pay for its own phones and all utility costs for the HRA building and ensure that a working copier is in the building.
- After August 31, 1996, if the building is still available and if the Charter School still needs to use it, the Charter School will begin to pay market rate or arrange for a separate barter arrangement.. A working copier will remain available.

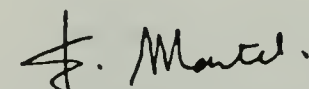
With exception of the rent from college or universities, all funds derived by the Charter School from letting other groups use or rent the HRA building shall be turned directly over to the HRA to meet the above rental payments. The Charter School shall provide copies of rental agreements to the HRA. At the time that college rental income more than covers Charter School equipment and furniture expenses, the payments to the HRA will be re-negotiated effective immediately. This portion of the agreement will be reviewed every six months with a clear accounting of income and expenses. The HRA has the right to increase the amount of payments to the HRA from these rental payments.

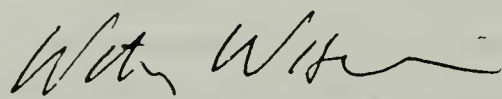
Any agreements for renovations or landscaping to the exterior of the building or for improvement to the HRA property made between the HRA and the South Shore Charter School, Inc. or with the Hull Council For Business & Cultural Development, Inc. shall be separate from this lease.

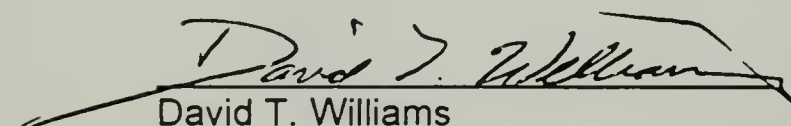
8/20/94  
Date Signed


  
\_\_\_\_\_  
Timothy Anderson  
Board Chair & Administrator  
South Shore Charter School, Inc.

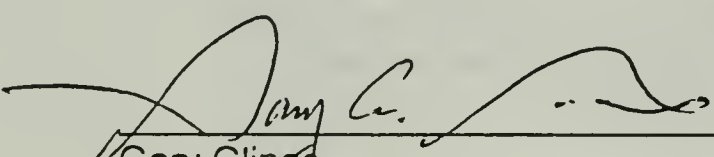
  
\_\_\_\_\_  
Bartley Kelly  
Chair  
Hull Redevelopment Authority

  
\_\_\_\_\_  
Francois Martel, Ph.D.  
Charter School Clerk

  
\_\_\_\_\_  
William Wiseman  
HRA Vice Chair

  
\_\_\_\_\_  
David T. Williams  
Charter School Treasurer

  
\_\_\_\_\_  
Marc S. DeFilippo  
HRA Clerk

  
\_\_\_\_\_  
Gary Glines  
HRA Member

\_\_\_\_\_  
Christopher Russo  
HRA Treasurer



# South Shore Charter School

A public school

2 & 4 Samoset Ave.  
Hull, Massachusetts  
3,200 square feet  
Occupancy: 70-100

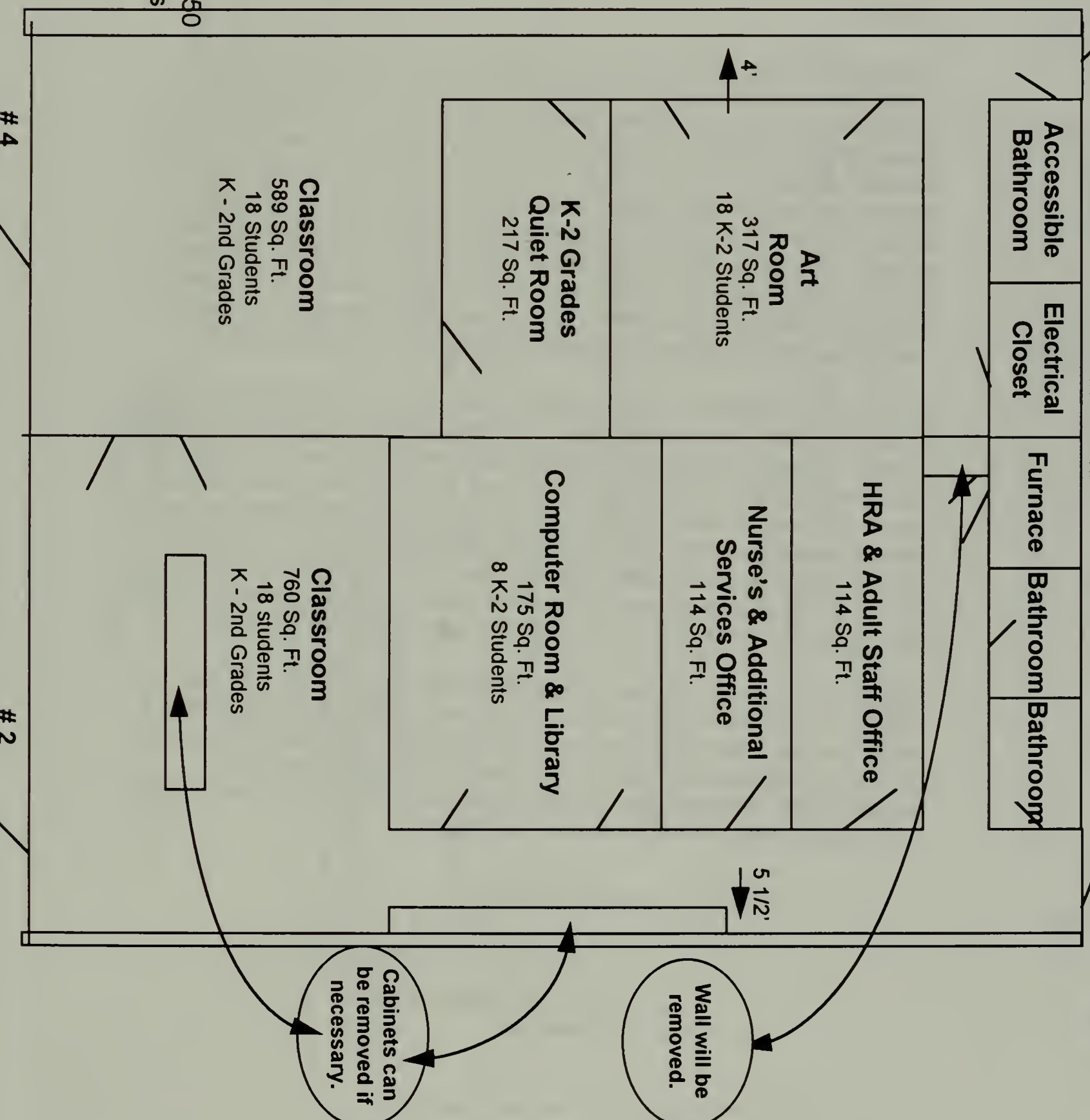
School Opening Date:  
September 1995

Owner: Hull Redevelopment  
Authority

Normal occupancy will be under 50  
but during monthly special events  
there may be up to 100 people  
in the building.

Back will be landscaped for playground with equipment.  
Buses will arrive at the back.

# 1



# SEA HULL

October 15, 1994

Board of Directors

James J. Bencivenga  
First Church of Christ, Scientist  
President

Francine F. Townsend  
Sandcastle Associates, Inc.  
Treasurer

Timothy Anderson  
Dovetail Consulting and  
South Shore Charter School  
Clerk  
Managing Director

Michael S. Nuesse, Esq.  
Attorney At Law  
Counsel

Carl R. Katzeff  
International Forest Products

Robert Mamis  
INC. Magazine

Paul R. Townsend  
Sandcastle Associates, Inc.

Pamela J. D. Wolfe  
Sverdrup Corporation

Mr. Timothy Anderson  
Board Chair & Headmaster  
South Shore Charter School, Inc.  
c/o 936 Nantasket Avenue  
Hull, Massachusetts 02045


Dear Tim:

The Hull Council For Business & Cultural Development is the owner's (FDIC) representative and manager for the 900 sq. ft. Weir River Estuary Lab building on George Washington Boulevard in Hull. We agree to rent the building to the public Charter School for your environmental programs between August 1, 1995 and July 31, 1996 for \$400 per month. You will also be responsible for paying our electricity bill for up to a maximum of \$750 per year. This lease is renewable annually with notice being given by April 1st. You have the right to use the 4 acre site and the parking area. Our building is fully accessible and has been recently inspected by the Hull Building Commissioner. When you are not using it, we reserve the right to rent it to other organizations for environmental programs.

We understand that the building will be used each day by different groups of approximately twenty-three 6th-12 grade students enrolled in the public Charter School. We also understand that there will be two to five adults also present in the building and that during monthly special events, the occupancy may increase to 50 persons. We have been briefed on the project-based learning model that will be employed by your new public school and have voted to be a partner, assist in making the Charter School successful, involve your students in some of our projects, and help the Charter School bring new cash and in-kind resources into Hull.

The Charter School may cancel this agreement at any time until July 1, 1995 in the case that you succeed in securing a single building space which can accommodate all of your 150 students. We agree that as the Secretary of Education requires, the Building Commissioner, Fire Inspector, and Health Inspector will be granted access to our building for the purpose of providing all required certificates.

Sincerely yours,

  
James J. Bencivenga  
President



**South Shore  
Charter School**

**A public school**

Opening in September 1995

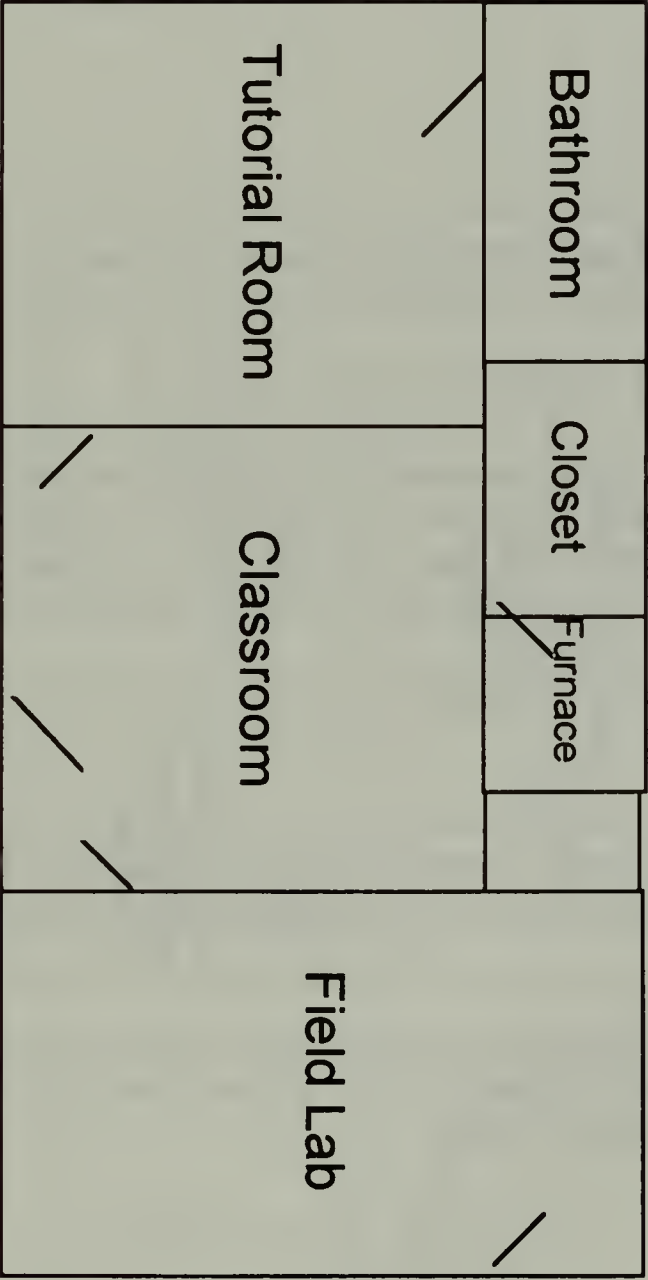
**Weir River Estuary Lab  
900 Square Feet**

**George Washington Boulevard  
Hull, Massachusetts**

**Occupancy: 22 Students  
6th - 12 Grades  
Plus Up To 8 Adults**

**Owner: FDIC**

**Manager: Hull Council For Business  
& Cultural Development**



During monthly special events there may be up to 50 persons in the building.

This building would be used for projects in Environment Theme.

Jacob Realty Trust  
752 Nantasket Avenue  
Hull, Massachusetts 02045  
(617) 925-0513

October 12, 1994

Mr. Timothy Anderson  
Board Chair & Headmaster  
South Shore Charter School, Inc.  
c/o 936 Nantasket Avenue  
Hull, Massachusetts 02045

Dear Mr. Anderson:

The Jacob Realty Trust agrees to lease the South Shore Charter School, Inc. the 3,400 square foot first floor space at 752 Nantasket Avenue for the period of August 1, 1995 to July 31, 1996. This lease is renewable annually with notice being given by February 1st.

The lease amount is \$1,200 per month.

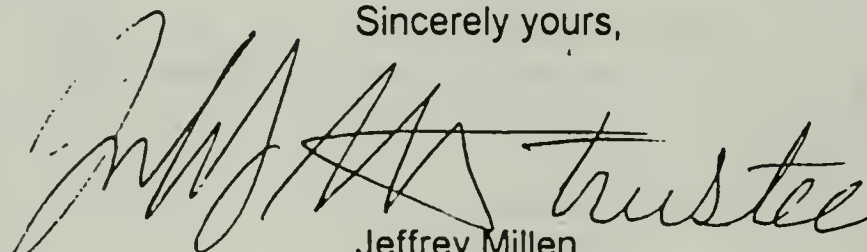
The Jacob Realty Trust understands that the building will be used for approximately 65 6th - 12 grade students enrolled in the South Shore Charter School. We also understand that there will be five to ten adults also present in the building and that during monthly special events, the occupancy may increase to 100 persons.

I have been briefed on the project-based learning model that will be employed by your new public school.

The South Shore Charter School, Inc. may cancel this agreement at any time until July 1, 1995 in the case that you succeed in securing a building space closer to the Hingham and Cohasset border of Hull and/or a space which can accommodate all of your 150 students.

We agree that if the Secretary of Education requires, the Building Commissioner, Fire Inspector, and Health Inspector will be granted access to our building for the purpose of providing all required certificates.

Sincerely yours,



Jeffrey Millen  
President



**South Shore  
Charter School**

**A public school**

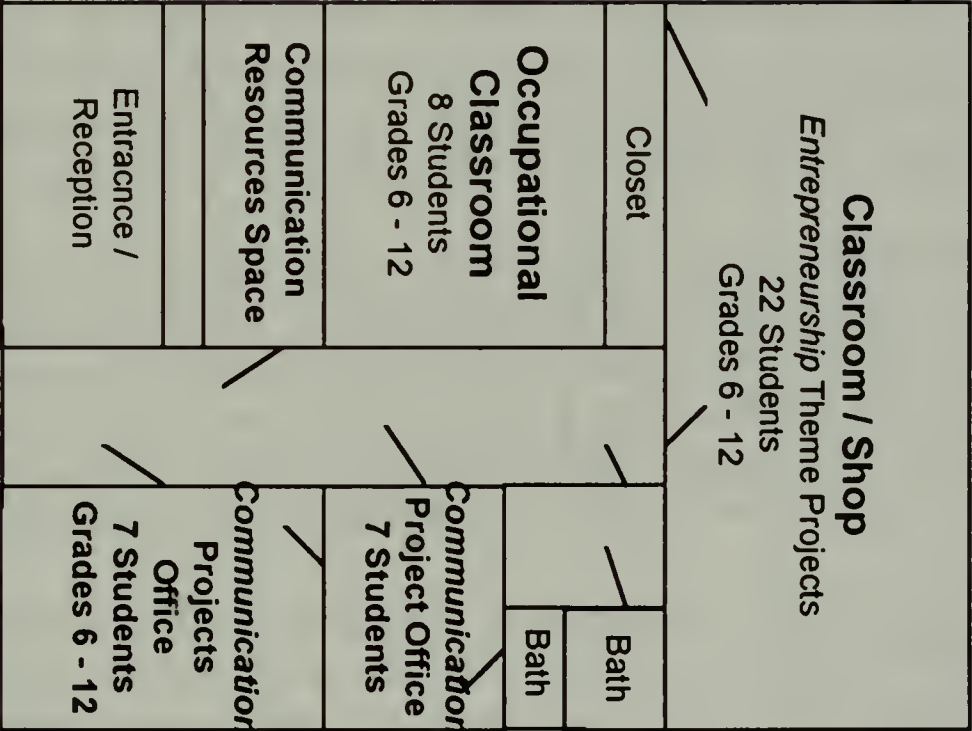
Opening in September 1995

Owner: Jacobs Realty Trust

3,400 Square Feet

752 Nantasket Avenue  
Hull, Massachusetts

Occupancy 44 Students  
Grades 6-12 and 4 -5Adults



Bathroom will be accessible by September.

This building is to be a shop for projects in Entrepreneurship and as space for *Communication* theme projects.

Building will be made ADA accessible by September.

**Pemberton Ice Cream Parlor  
94 Main Street  
Hull, Mass. 02045**

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November 28, 1994

Mr. Timothy Anderson  
Board Chair & Headmaster  
South Shore Charter School, Inc.  
c/o 936 Nantasket Avenue  
Hull, Massachusetts 02045

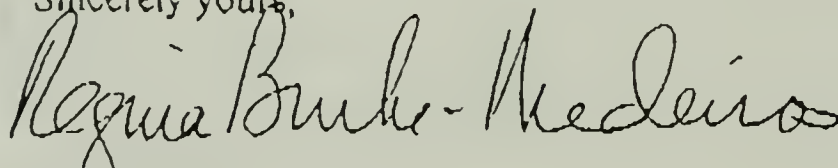
Dear Mr. Anderson:

I agree to rent to you the first floor restaurant, kitchen, and two rest rooms of the Pemberton Ice Cream Parlor located at 94 Main Street in Hull for the period of August 1, 1995 to July 31, 1996. This 1,222 square foot space has a legal occupancy of 50 people. This lease is renewable annually with notice being given by February 1st. For the first year, the lease amount with all gas heat, electricity, water, and sewer included is \$600 per month. I will be willing to pay for fixtures, plumbing, and electrical costs to convert the two restrooms into one or two ADA accessible uni-sex restrooms. At the end of your use of these spaces, the Charter School will be responsible for repainting and repairing all surfaces damaged by the students or that simply show wear. This building is not within 500 feet of a business selling alcohol.

We understand that the shop will be used each day for the weekly reflection, food preparation, art, and tutoring for approximately 22 - 44 of the 108 6th - 12 grade students enrolled in the Secondary School of the Charter School. We also understand that there will be two to six adults also present in the building and that during weekly special events with parents, mentors, and adult co-readers; the occupancy may increase to 50 persons. I have been briefed on the project-based learning model that will be employed by your new public school.

The Charter School may cancel this agreement at any time until July 1, 1995 in the case that you succeed in securing building space that is less expensive, more appropriate, closer to the Hingham and Cohasset border of Hull, or a single space which can accommodate all of your 150 students. In case of cancellation, the Charter School will be responsible for any event or capital costs we incur at your request. We agree that as the Secretary of Education requires, the Hull Building Commissioner, Fire Inspector, and Health Inspector will be granted access to our building for the purpose of providing all required certificates.

Sincerely yours,



Regina Burke-Medeiros  
Owner



# 4

# South Shore Charter School

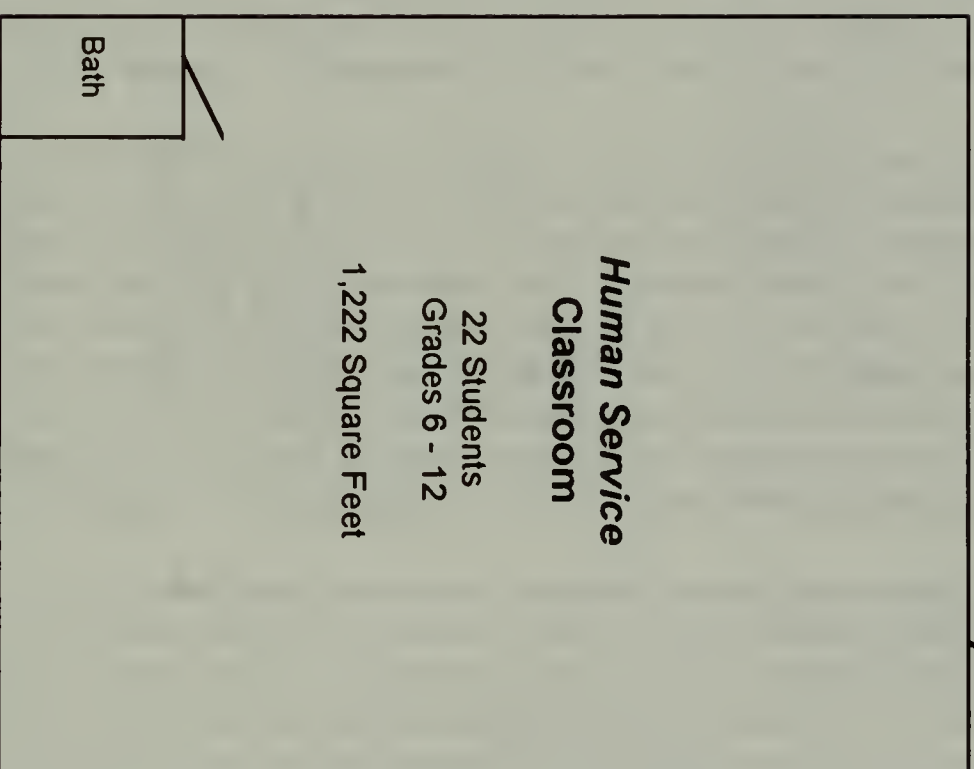
A public school

Opening in September 1995

Owner: Regina Meideros dba  
Pemberton Ice Cream Parlor

94 Main Street  
Hull, Massachusetts

Occupancy 22 Students  
Grades 6-12 and 2-3 Adults



During monthly special events there may be  
up to 40 persons in this space.

# *Lighthouse Assembly of God*

767 Nantasket Avenue

P.O. Box 907

Hull, Massachusetts 02045

925-3114

January 18, 1995

Mr. Timothy Anderson  
Board Chair & Headmaster  
South Shore Charter School  
936 Nantasket Avenue  
Hull, Massachusetts 02045

Dear Mr. Anderson:

The Lighthouse Assembly of God agrees to allow the public South Shore Charter School to regularly use our fully ADA accessible 6,000 square foot building beginning August 1, 1995. This agreement is renewable annually with notice being given by February 1st.. We are also open to discussing an earlier start if you need space for your planned Summer Camp. The "rent" for this use is that the Charter School is responsible for any increase on our utility bills based on your use as well as sweat equity in painting and insulating our building. Together, we will seek donations of the materials necessary. We understand that religious symbols inside of the building will need to be respectfully covered while school is in session.

The spaces that you may use include: our sanctuary with 165 individual fixed theater style seats, our fellowship hall and two of our three adjoining classrooms, two ADA accessible restrooms, nursery, kitchen, and the desk space outside of my office near the front door, and our parking lot across the street. We understand that you are talking about having daily classes of 22 6th-12th grade students working on your Human Service Theme as well as weekly assemblies for all of your 88 Secondary School Students and occasional gatherings of parents and the 62 students in your Primary School. We understand that there will be two to eight adults also present in the building. I have been briefed on the project-based learning model that will be employed by your new public school.

The Charter School may cancel this agreement at any time prior to July 1, 1995 in case you succeed in securing building space that is more appropriate, closer to the Hingham and Cohasset border of Hull, or a single space which can accommodate all of your initial 150 students. In case of cancellation, the Charter School will be responsible for any event or capital costs we incur at your request. We agree that as the Secretary of Education requires, the Hull Building Commissioner, Fire Inspector, and Health Inspector will be granted access to our building for the purpose of providing all required certificates. The Charter School will be responsible for the costs of any building modifications that they require because of your hosting a public school in your building.

Sincerely yours,

Rev. John Mallett  
Pastor



**South Shore  
Charter School**

**A public school**

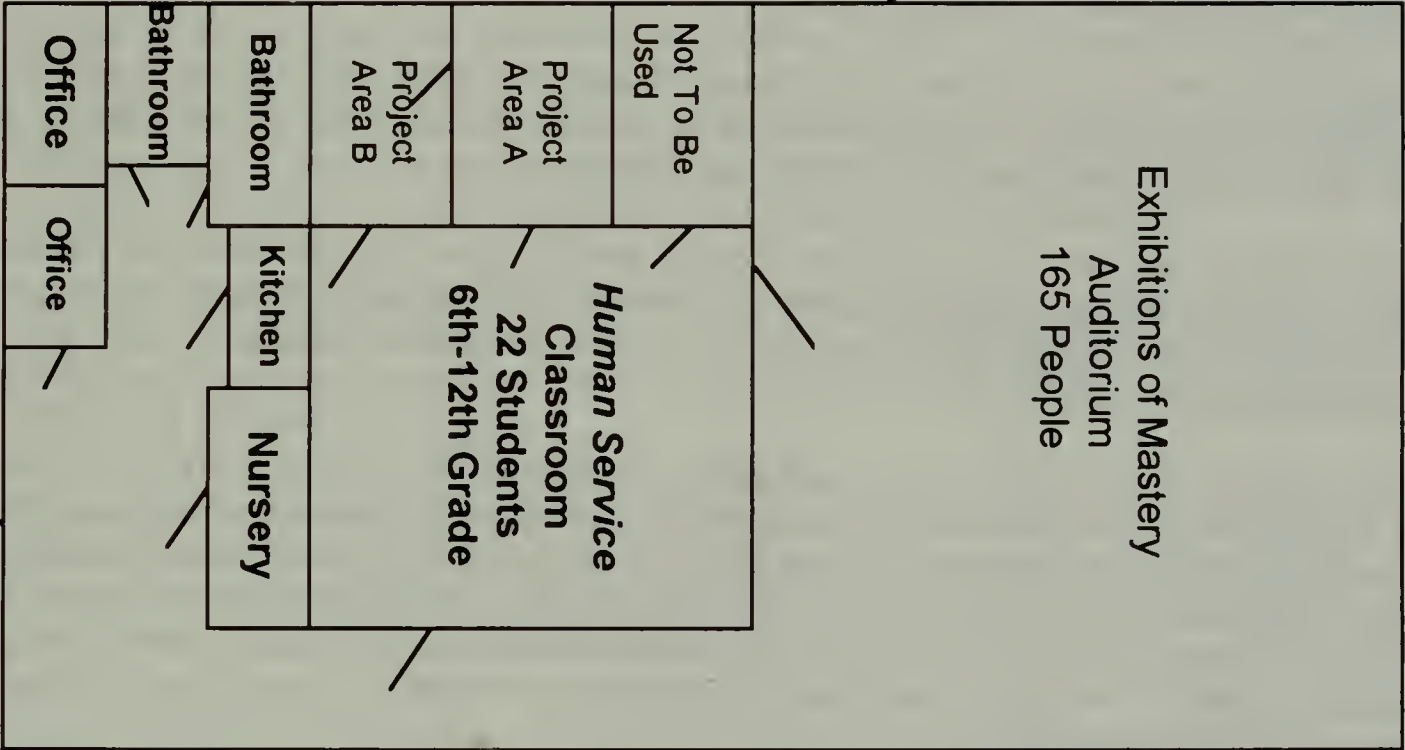
Opening in September 1995

Owner: Lighthouse Assembly of God

767 Nantasket Avenue  
Hull, Massachusetts

Occupancy 22 Students  
Grades 6-12 and 2-3 Adults

Special Exhibitions Occupancy: 165  
Grades K-2 and/or Grades 6-12



**Fallback Option**

This space could be used instead of Pemberton Ice Cream Parlor. It is across the street from 752 Nantasket Ave. and next to a Town playing field.

# *South Shore Charter School, Inc.*

*Developing A New Type of Public School to Serve the South Shore*

## **Part III**

**OUR MISSION:** To provide each student with an education which fosters initiative, critical thinking, leadership, team work, and communication, and which promotes life skills for individual achievement in education, career, community, and life.

### **16. Code of Conduct**

#### **A. Student Behavior Rules & Guidelines to Be In Student Handbook**

#### **B. Student Expulsion & Suspension Policies**

Students and staff who choose the South Shore Charter School, need to agree to become responsible for each other. This means that they are expected to abide by this Code and to encourage others to also abide by it for the good of the School.

Upon enrolling in the South Shore Charter School, each student and staff member will enter into an individually tailored contract outlining academic goals and expectations. This contract will be signed by the Headmaster of the Charter School, the enrolled student, and the student's parent or legal guardian.

The conditions of each student's and staff member's contract will include adherence to this Code of Conduct. This Code will be an evolving guideline for acceptable behavior describing responsibility and authority, jointly developed by the administration of the Charter School, an ad hoc committee of the Charter School's Board of Trustees, and by the Student Board of Directors. All students and staff will annually receive a written copy of the Code of conduct and will be notified, in writing, of changes to the Code as it evolves. The following is the Code as defined for September of 1995.

- a. Students and staff are expected to abide by the terms of his/her written contract, by the policies established by the Student Board of Directors, and by this Code of Conduct.
- b. Students and staff are expected to positively contribute to, and not to disrupt, the learning environment for other students.
- c. Students and staff will be expected to behave in a manner that is respectful and inclusive of all persons, avoiding any violation of another's (adult or youth) civil rights, including verbal or physical threats or attacks on persons directed at their racial, ethnic or religious background or their physical or mental ability or disability and any of the various forms of sexual harassment.
- d. Students and staff will be expected to obey all Federal, State, and local laws while in school and at school-related events and in route to and from each.



- e. Students and staff are expected not to use or possess dangerous weapons, alcohol, and/or illegal drugs on school property or at any school-related event, project site or external internship site. This includes keeping a smoke-free environment on all property leased by the Charter School.
- f. Students and staff are expected to uphold the highest standards of academic honesty in the completion of their work. (See Student & Staff Handbook for rules regarding plagiarism and other forms of academic dishonesty.)
- g. Students and staff are expected to not engage in or allow any vandalism, stealing, or hazing.

Students and staff who violate the Charter School's Code of Conduct may be subject to sanctions including, but not limited to, withdrawal of privileges, suspension, referral to law enforcement officials, reparation of damages, expulsion, or alternative disciplinary steps developed by the students Board of Directors from the Charter School.

Normally, a student suspension or expulsion shall occur based upon a recommendation to the Headmaster from the Student Board of Directors. Prior to taking any action, the Headmaster shall hear from any interested Charter School staff. Such a recommendation shall normally be preceded by a documented verbal, and two subsequent written opportunities to improve from the Headmaster or his/her designee explaining the problem behavior and outlining suggested solutions or corrective actions. Students and their parents and guardians will be informed in writing of any disciplinary opportunity to improve or action beginning with the first documented verbal opportunity to improve. Parents will be invited to be part of any disciplinary hearing. A student may waive a hearing in front of students for a hearing by the Headmaster.

A student may face immediate suspension without a hearing, for up to ten days per year, based on the decision of the Headmaster. This shall occur when the Headmaster judges the student's continued presence endangers the school environment or presents an immediate threat to staff, students, or him or herself.

A student's re-admission to the Charter School after a suspension shall be preceded by a meeting with the student and his or her parent or guardian, and appropriate representation from the Charter School's staff. As expulsions from the Charter School result in a return to another public school, the staff of the Charter School shall attempt to coordinate such actions with the sending public school with clear understanding of steps that the concerned student must take to be considered by the Student Board of Directors and the Headmaster for re-admission to the Charter School.

In the case of special needs students, the Charter School shall treat the student in a manner that most closely resembles their peers and at the same time considers their unique programming needs as outlined in their Individual Educational Plan. The parent or guardian and the staff person in charge of the student's educational program shall be consulted and will participate in the disciplinary process if suspension or expulsion is being considered to be sure that it is not related to the student's special need, the result of an inappropriate special education program, or the result of an IEP that was not fully implemented.

Any disciplinary actions may be appealed by a student or by their parent/guardian to the Headmaster and, finally, to the Board of Trustees of the Charter School.

Our Code and policy will not conflict with Massachusetts General Laws Chapter 37 H. Our Code is designed to conform with this law and to have more restrictive standards.



Code of Conduct Sub Committee: Elliot Gabriel, Ph.D., Associate Dean of Students at Suffolk University, Michael Nuesse, Esq., a local lawyer and former Hyde School teacher, Jananne S. Cannon, a School-To-Work specialist, Dennis Zaia, a human resource consultant, Timothy Anderson, Board Chair & Headmaster, Michael Booker a Hull High School Student and Trustee, and Sherry Fine, a school psychologist in the Boston Public Schools. It has been reviewed by our current *Apprentices in communication, environment, & human service*.

## **17. Special Needs Students**

The Board of Trustees of the South Shore Charter School will seek to recruit a student body for the in-school student population of the Charter School that reflects the same mix as the communities from which it draws its students. We will seek to recruit the same ratio of special needs students as currently served by the Hull Public Schools (15%).

During the selection process, our Selection Committee will seek to build a diverse student body by including special needs students.

After we have completed the selection process on April 15th of each year, we will know most of the special needs of the specific students who will be attending. At this point, the Headmaster will see that appropriate specialists are hired onto the staff or contracted from appropriate agencies. As other special needs become apparent, we will hire the necessary special needs teachers.

All programs of the Charter School will be physically accessible to any interested student.

As the in-school portion of the Charter School is community-service project-based, as part of the application process, we will require students who are of the age of 6th graders or older to submit a letter of interest and a resume. We will require that they include in their letter an explanation of why they wish to attend the Charter School and a description of something that they have done to assist someone else.

Special needs students who require private placement remain the financial responsibility of the public school district in which they reside.

The Charter School staff are committed to working closely with the teachers and special education staff of the school districts from which special needs students will be coming. We have already approached (in writing, by phone, and in person) the Hull Public Schools through the School Committee and the staff to coordinate this effort.

The head teacher for the Charter School's Primary School, Dr. Josephine Loughnane, is certified in special education.

The home public school district sending special education students to the Charter School will provide accessible transportation for these students

The Board has reviewed policies on Student Selection and our Code of Conduct. Both have sections added related to special needs students. Ms. Sherry Fine, a school psychologist for the Boston Public Schools is reviewing each for appropriateness for special needs students. She has agreed to help us with implementation until we hire our own part-time Special Education Director. In our attached five year budget, the salary line for special education teachers includes the mandated part-time special education administrator who will also teach.

As directed by the Legislature, we will comply with Chapter 71 B and the Charter School Law.



## **18. Funding**

### **A. Start-Up Budget For March 15, 1994 - June 30, 1995**

In the **Budget Section** We have attached a "YEAR 0" budget covering this period. The amounts spent to date (August 31) are included in the column on the right.

The attached contract with Dovetail Consulting and its staffing budget covers the period from the March 15th designation until the end of June 1995. At the point that public tuition funds are available, most of the staff will become staff of the Charter School directly, with the development roles staying with Dovetail Consulting as the initial Development contractor on an annual contract basis. The budget assumes that Timothy Anderson, our founder, serves as the initial Headmaster and CEO, as a member of the Charter School staff.

### **B. Five-Year Income & Expense Budgets**

The attached budget, in the **Budget Section**, is for the first five years of operation of the South Shore Charter School. This is submitted on the summary format you provided. We also attach a more detailed break-out of our staffing costs for each of the years with an attached revised staffing organizational chart and a summary of our current job descriptions for each position in the management company and in the Charter School itself. Also attached is a summary of our current projections for students upon which both the income and expense budgets are based. At the policy direction of the Executive Office of Education, we include no home-schooling students and no satellites outside of Hull.

### **C. Projected Income Sources:**

We are expecting that in addition to the per-pupil income described in the **Budget Section**, we will also aggressively pursue Federal and State entitlement grants for school lunch, special needs, Title I, and Title II funds.

Neither the expense nor the income budget include the substantial in-kind donations of time and services that we are expecting from our over 100 volunteers.

The major income difference from the budget that we initially submitted on February 15, 1994 is that we can no longer assume efficiencies of being in partnership with the Hull Public Schools nor can we assume that we will receive any community service Corps funding. We will again reapply for Corps funding when they next issue an RFP.

We also will apply for any available School-To-Work demonstration or pilot implementation funds for which we may be eligible. We do not budget any income for this as there is no way to project our chances of being funded. We had hoped to be partners with the South Shore Educational Collaborative, but they have terminated their ties with the Charter School and our Headmaster in response to strong concerns from local Superintendents.

We will also seek regional and local foundation and corporate funds. We are using a conservative estimate of funding based on our Headmaster's prior fund raising experience. We have already submitted applications to several funders including the Brooks (rejected) and Waxler Trusts and Abington Savings Bank. We are preparing proposals to Boston Safe Deposit and Trust, the Bank of Boston Trusts, Building 19, Talbots, and the Curtis Foundation.

Our staff and Development Committee have developed a substantial list of funders that will be approached once the Charter is actually received.

We are delighted to hear of the Goals 2000 funding and ESEA Charter School funding that the Executive Office of Education has secured for the new Charter Schools. We have included our estimates of this income on our "Year 0" budget thus reducing our debt carried into Year 1.

## **19. Accountability**

### **A. Annual Report Preparation & Dissemination**

We expect the students participating in the four project teams (*environment, human service, entrepreneurship, & communication*) will develop their respective portions of the required Annual Report for the Secretary to specifications set by the Trustees. During their day on *human service*, the 6th-10th grade students will include summaries of their work with grades K-2. On their *communication* day, students will help in the development of the Charter School's Annual Report. Summaries of the report will be disseminated widely to parents, school volunteers, staff, the Friends of the Charter School and the other Charter Schools, members of all Town Boards in the eight towns around Hull, and interested members of the community by all of the 6th-10th grade students who will spend a day a week as members of the Communication Projects.

All of these separate summary reports will be integrated as one of the projects in the Communication Projects. This process will include reports from the extensive interactive computerized system for student objectives/testing/exhibitions/evaluation/portfolio that will be kept on all our students.

### **B. Regular Financial Review**

The Trustees and management team already are receiving monthly reports on the financial status of the Charter School. This process will continue.

The Trustees have formed a Finance Committee that has helped to develop and review salary ranges, contracts, job descriptions, as well as all income and expense projections. They regularly review the monthly financial reports.

After each fiscal year ends on June 30th, if our budget is over \$250,000, the Treasurer will see that an annual audit is conducted and that reports are supplied to all Trustees as well as local, state and federal funders, and regulators. A summary of this audit will be included in the Annual Report and made available to anyone requesting a copy. We have already secured the commitment and ongoing participation of Theodore Samet Company to guide our setting up our books. They will undertake the annual audit of our books. They have agreed to act on a pro-bono basis for this first full year and then on a reduced fee basis after we are up and operating successfully.

### **C. Records Systems**

We will comply with all State Regulations regarding records. The following three pages are sample screens from our interactive computerized records system.



**Burke**      **Edward**      **T**  
 22 Bay Side Road  
 Hull      MA 02044-98770  
 Phones: 617-925-9955    508-335-5544  
 Grade level: 7      Year of birth: 1981  
 Student board:      Weir River Navigators  
 Parent / Guardian: Mary M Burke  
                          Charles A Burke  
                          22 Bay Side Road  
                          Hull, MA 02045



Student ID: 77659

SSAN: 580-99-4482

☐ Show hi-res / color

NEXT

PREV

INSERT

EDIT

SCHEDULE

PORTFOLIO

CANCEL

OK

## Portfolio

Sort by... ☒ Class ☐ Date ☐ Name ☐ Source ☐ Type

10/08/93	Am History 102	Test	American conflicts abroad	2.9	↑
10/02/93	Am History 102	Paper	Casualties in American wars	3.1	
10/02/93	Am History 102	Paper	Post-war and President Grant	2.4	
10/01/93	Elderly Services	Test	Social Security Program	2.8	
09/14/93	Elderly Services	Evaluation	Project Supervisor	3.6	
09/12/93	Elderly Services	Video	Mobility problems among elder	3.3	
10/11/93	Home Study	Test	Algebra: quadratic equations	3.8	
10/05/93	Home Study	Evaluation	Deborah Burke	2.3	
10/12/93	State Standards	Test	Basic Math-level 7	3.3	
10/12/93	State Standards	Test	English Composition-level 8	3.1	
10/04/93	Student Board	Paper	Project-based learning curves	3.2	↓

**Burke** **Edward** **T**

22 Bay Side Road

Hull MA 02044-98770

Phones: 617-925-9955 508-335-5544

Grade level: 7 Year of birth: 1981

Student board: Weir River Navigators

Parent / Guardian: Mary M Burke

Charles A Burke

22 Bay Side Road

Hull, MA 02045



Student ID: 77659

SSAN: 580-99-4482

☐ Show hi-res / color

NEXT

PREV

INSERT

EDIT

SCHEDULE

PORTFOLIO

CANCEL

OK

**Schedule**Sort by... ☐ Class ☒ Date ☐ Name ☐ Source ☐ Type**MONDAY**

8:30 - 9:20	Power of Expression	Business Internship	Bergen Hall
9:30 - 10:20	Practical Mathematics	Jennifer Collins	MidSch Rm #444
10:30 - 11:20	Home Study	Mary Burke	76 H Street
1:00 - 2:50	Elderly Services	Sarah Vaughn	(location tba)
3:00 - 4:50	10/15 Sea Wall Restoration	CZM	Black Rock Bea

**TUESDAY**

8:30 - 9:20	Power of Expression	Business Internship	Bergen Hall
9:30 - 10:20	Practical Mathematics	Jennifer Collins	MidSch Rm #444
10:30 - 11:20	Home Study	Mary Burke	76 H Street
1:00 - 2:50	Elderly Services	Sarah Vaughn	(location tba)



**Burke** **Edward** **T**

22 Bay Side Road

Hull MA 02044-98770

Phones: 617-925-9955 508-335-5544

Grade level: 10 Year of birth: 1981

Student board: Weir River Navigators

Parent / Guardian: Mary M Burke

Charles A Burke

22 Bay Side Road

Hull, MA 02045



Student ID: 77659

SSAN: 580-99-4482

☐ Show hi-res / color

NEXT

PREV

INSERT

EDIT

SCHEDULE

PORTFOLIO

CANCEL

OK

**Student Body**Sort by... ☐ Class ☐ Date ☒ Name ☐ Source ☐ Type

Baker, Nicholas	8	18 K Street	Hull	925-5678
Broderick, Richard H Jr.	8	73 Main Street	Cohasset	343-5467
<b>Burke, Edward T</b>	<b>10</b>	<b>22 Bay Side Rd</b>	<b>Hull</b>	<b>925-9955</b>
Creighton, David W	15	J Street	Hull	925-9922
Gibbons, Erika	9	12 Pond View Avenue	Scituate	454-0666
Kamp, Edward R	7	38 Surfside Road	Scituate	545-0612
Kennedy, Mary E	6	5 First Avenue	Hull	925-9999
Murphy, Francis R	9	17 Surfside Road	Hull	925-5132
Mitchell, Elizabeth A	7	31 Mitchell Avenue	Scituate	545-9683
Murphy, Francis R	8	17 Beach Aveune	Hull	925-9988
Pasqualucci, Frances	9	25 Egypt Road	Scituate	545-4488

Our Clerk is seeing that a safe and accurate system is established for maintaining records and certificates and scholarship funds for each student so that they will have accurate transcripts to use in applications for jobs and to colleges. We will keep copies of all advanced placement certificates and letters earned as well as exhibitions of mastery for the students to use in claiming their college advanced placement credit. These reports are also part of our overall interactive computerized planning and tracking system. Keeping these records will be the responsibility of the Charter School's Guidance Counselor. We will orient all of our volunteers.

## **20. Transportation**

### **A. Transportation Of Students Residing In Hull**

Students from Hull being transported during Hull's regular school transportation times will be transported by regular Hull Public School buses from their homes to the Charter School and return. Transportation to unpaid project sites and on field trips and for the commute home at times later than the Hull Public School's normal and late bus schedules will be provided by insured vehicles contracted by the Charter School. Students over 16 years of age who are participating in afternoon and weekend paid project work will normally be responsible for providing their own transportation themselves or from a family member or friend.

### **B. Transportation of Students From Outside Of Hull**

The families of students who attend the South Shore Charter School from communities outside of Hull will be responsible for their child's commute to and from the School. Within the school day, the Charter School will be responsible for all field trips and all required transportation to project sites. We will meet with the parents of students coming from outside of Hull to explore their interest in a water bus or a shuttle system from central locations at the end of their local schools' bus systems.

## **21. Liability and Insurance**

### **A. Insurance Coverage Plans**

We have received cost estimates from Hollis Insurance in Plymouth for Directors' & Officers' Insurance, Workers' Compensation Insurance, Limited Liability Insurance, Insurance For Staff Transporting Students to Projects, Building Contents Insurance. These estimates are reflected in our Five Year Budget. We have not yet gotten binders on any of this insurance as we do not yet have our Charter. We plan on securing Directors' and Officers' insurance as soon as possible after being granted the Charter.

### **B. Building and Fire Inspections and Health Code Compliance**

We have not yet approached the Hull Building Inspector related to our potential use of the MDC buildings. He is aware of our strong interest in the Temple Beth Shalom building. We have briefly discussed our initial thoughts on modular or pre-fabricated school structures to be placed near Hull's borders with Hingham and Cohasset.



## 21. B. Building and Fire Inspections and Health Code Compliance

We have not yet approached the Hull Building Commissioner related to our potential use of the MDC buildings. He is aware of our strong interest in the Temple Beth Shalom building. We have briefly discussed our initial thoughts on modular or pre-fabricated school structures to be placed near Hull's borders with Hingham and Cohasset.

Other than substances found in normal cleaning supplies, we will not be working with explosives or flammable compounds or liquids in any of our buildings.

**Donohue's Restaurant/Marina:** This building was built in 1986, is fully accessible, has sprinklers, and is annually inspected and certified. The owner has arranged for this inspection to be done again within a month. Food will be prepared in this building. The space we are leasing has an occupancy of 150. We have informed the Building Inspector of our planned use of this space. We need for the owner to get a new liquor license from the Town of Hull Board of Selectmen prior to this being acceptable. The owner will build us storage space for our computer carts.

The following is a summary of our understanding of the status of the four other buildings that we have under agreement for use beginning on August 1, 1995.

1. **94 Main Street:** This building is currently used for an ice cream shop. It does not have a liquor license and is not within 500 feet of a business that sell liquor. This building is all on the first floor and is nearly ADA accessible except for its restrooms. We have made an agreement with the owner that she will cover the fixtures, plumbing, and electrical costs to make it accessible while we will provide the nonprofessional labor. The shop currently has a legal occupancy of 50. We plan on using the kitchen each day for the students to prepare food under adult supervision. We have notified the Town Manager and the Building Commissioner of the potential of our needing to use this building as a fall back for Donohue's.
2. **2/4 Samoset Avenue:** The Hull building commissioner, plumbing inspector, and electrical inspector have visited and reviewed our building but have requested additional information prior to issuing the occupancy permit by September 1, 1995. It is currently approved for occupancy for up to 50 students engaged in vocational education. As of the date of this final proposal, we have responded to the requests of the Building Commissioner. This building is ADA accessible and has emergency lighting and exit signs at all four doors to the outside. It does not have sprinklers. Our Local Education Foundation has just completed \$20,000 in improvements to the building. We will not cook food in this building. We plan further work including a fenced outdoor playground with equipment.
3. **Weir River Lab:** This building was made ADA accessible last year at the direction of the Hull Building Inspector prior to his approving occupancy by public school students. Prior to September of 1995, the building will have one uni-sex restroom that is ADA accessible. This small building does not have sprinklers. We will not cook food in this building.
4. **752 Nantasket Avenue:** The Hull Building Inspector has been informed of our potential use of this building for shop type *Entrepreneurship* and *Communication* theme projects and related classes. The building will be made fully ADA accessible prior to September of 1995 but does not have sprinklers. This will require an accessible restroom. We will not cook food in this building.

Other than substances found in normal cleaning supplies, we will not be working with explosives or flammable compounds or liquids in any of our buildings.

The following are the four buildings that we have under agreement:

1. Donohue's Restaurant/Marina: This building was built in 1986, is fully accessible, has sprinklers, and is annually inspected and certified. The owner has arranged for this inspection to be done again within a month. Food will be prepared in this building. The space we are leasing has an occupancy of 150. We have informed the Building Inspector of our planned use of this space.
2. 2/4 Samoset Avenue: The Hull building commissioner, plumbing inspector, and electrical inspector have visited and reviewed the building but have requested additional information prior to issuing the occupancy permit that we will require by September 1, 1995. It is currently okayed for occupancy for up to 50 students engaged in vocational education. As of the date of this final proposal, we have responded to the requests of the Building Commissioner. This building is accessible and has emergency lighting and exit signs at all four doors to the outside. It does not have sprinklers. We have just completed \$20,000 in improvements to the building. We will not be preparing food in this building. 522  
4/10/95
3. Weir River Lab: This building was made accessible last year at the direction of the Hull Building Inspector prior to his approving occupancy by public school students. This small building does not have sprinklers.
4. 752 Nantasket Avenue: This building is our fall back building. The Hull Building Inspector has been informed of our potential use of this building for shop type classes. The building is not yet fully accessible and does not have sprinklers.

## 22. Governance Documents

Attached are current copies of our by-laws and our articles of organization.

The attached contract calls for Dovetail Consulting to guide and provide all necessary staff for the start up period from 3/15/94 to 6/30/95 and for directly related overhead and expenses. Dovetail Consulting will be reimbursed for these debts as tuition, loan, or grant funds to the Charter School gradually become available. After this initial period, the Board of Trustees will decide annually whether to retain Dovetail or another Development contractor to provide fund raising, partnership, and resource development services under an annual contract. These services are detailed in the staff functions section and are listed under the "paraprofessionals" lines of the 5 year budget and 5 year staffing plan.

Also attached is the compensation package for Timothy Anderson and Dovetail Consulting for the period 3/15/94-6/30/96 as voted by the Board of Trustees.

In the approved agreement is the following language: "In exchange for long-term development and creative efforts to date, Dovetail Consulting retains ownership of the intellectual properties (including process, projects, and systems) related to the School with the Charter School being allowed to use them on the South Shore. In exchange for Dovetail reducing its management fee to \$1 per year, the Charter School agrees that Dovetail will have the rights outside of the South Shore to disseminate and sell the curriculum that both developed together as Dovetail sees fit and to be recognized on the letterhead as the developer of the School."



### **Part III Attachments: Governance Documents**

- South Shore Charter School, Inc. By-Laws as voted 5/24/94
- South Shore Charter School, Inc. Articles of Organization as approved 7/11/94
- Contract Between Charter School and Dovetail Consulting for 4/15/94-6/30/95
- Timothy Anderson/Dovetail Consulting Compensation Package As Voted 10/13/94

10/15/94

BY-LAWS  
Of The  
**SOUTH SHORE CHARTER SCHOOL, INC.**  
As Voted May 24, 1994  
Hull, Massachusetts

ARTICLE I: NAME, LOCATION, FISCAL YEAR

The name of the corporation is South Shore Charter School, Inc. Its location will be within Massachusetts. (The Corporation's legal address will initially be located at 936 Nantasket Avenue, Hull, Massachusetts 02045) Its fiscal year is July 1st to June 30th.

ARTICLE II: PURPOSE

The South Shore Charter School, Inc. is a nonprofit organization operating a Massachusetts public school for grades K-12 and adults in one or more sites and or venues which seeks to accomplish its mission of providing each student with an education which fosters initiative, leadership, problem solving, critical thinking, team work, and communication, and promotes life skills for individual achievement in education, career, community, and life.

This mission is implemented through a student-centered, heterogeneous school that holds out high expectations for each student, teacher, parent, community member, and external business, college, or nonprofit partner organization who are all encouraged to participate as essential to a school environment that is conducive to learning and responsive to, reflective of, and current with market forces. Students are encouraged to take responsibility for decisions about the operation of the public South Shore Charter School. Students are challenged to proceed at their optimum rate of learning. The Charter School encourages initiative and innovation and creates an environment of mutual respect where daily successes and mistakes are seen as part of the learning process. Students make regular interdisciplinary exhibitions of mastery of what they are learning before professionals and experts in their respective areas. The curriculum will be mainly interdisciplinary and project-based with a strong academic underpinning offered by a rich variety of resources.

ARTICLE III: MEMBERS OF THE CORPORATION

The Members of the Corporation shall be any members of the Board of Trustees of the public South Shore Charter School, members of the School's two Parents' Advisory Councils, parents of students of the Charter School, current teachers employed by the Charter School, one representative of each of the formal partner organizations to the Charter School, and all members of a Friends of the Charter School group and of the Hull Partners In Education who are active volunteer mentors, tutors, or provide career awareness assistance to students of the Charter School. The Board of Trustees shall periodically set criteria for such volunteers and for the Friends of the Charter School group.



#### ARTICLE IV: MEETINGS OF THE MEMBERS OF THE CORPORATION

The Annual Meeting of the Members of the Corporation shall be held in the month of September. The date, time and location shall be determined by the Board of Trustees.

Special Meetings may be called by the Board Chair or when requested in writing by one-third of the Board of Trustees.

The Powers of such Annual or Special meetings of the Members of the Corporation shall be the election of one third of the Board of Trustees annually, as well as the amendment of these By-Laws. The Members of the Corporation may also elect an honorary Chair of Corporation.

A small Nominating and By-Laws Committee The Board of Trustees may annually act as the Nominating and By-Laws Committee or vote the appointment of such a Committee composed as the Board of Trustees sees fit. This group may include an attorney who is not a Trustee to assist in the review of these By-Laws. This group will work with the Board of Trustees and then present suggestions for revisions of the By-Laws and a slate of Trustees directly to the Members of the Corporation at the Annual Meeting and an annual slate of Officers directly to the Board of Trustees.

Written Notice for any meeting shall be mailed to all Members at least two weeks before the date of the meeting and state the specific purposes for which the meetings is to be held and the place, day and hour for the meeting.

A Quorum shall be present when one-fifth of the Members of the Corporation are present in person or by specific, written proxy.

The Presiding Officer at Meetings of the Members of the Corporation shall be the Honorary Board Chair (if there is one), the Board Chair or in his or her absence the Vice Chair or another Officer shall preside.

#### ARTICLE V: BOARD OF TRUSTEES

The Powers of the Corporation shall be exercised by the Board of Trustees who shall set policy, approve of the annual workplan, create committees and delegate such powers as appropriate, and budget, hire, evaluate, determine compensation for, and fire the Administrator and the Management Company. They shall assist in fund raising and public relations for the approved activities of the Corporation. They shall elect, at the first meeting after or within the Annual Meeting, the officers of the Corporation from within the membership of the Board of Trustees. They shall have the power of removing Board members and Officers and filling vacancies until the next annual Member's meeting. The Board shall also select Trustees to serve as committee chairs and select Trustees and non-Trustees to serve as committee members.

The Number of Trustees shall be no fewer than nine nor more than twenty-three. All officers of the Corporation shall automatically be members of the Board of Trustees.

Election of one third of the Board of Trustees shall be conducted at the Annual Meeting of the Members by the Members of the Corporation (except for the initial Trustees which will be the eighteen founding Trustees in office at the time of the approval of these by laws).

The Terms of the Board of Trustees shall be a maximum of three consecutive, fixed and staggered three-year terms except for officers who will be allowed to serve one additional term. (The initial Board of Trustees shall be elected in a slate that has been evenly divided into one, two and three year terms.)

The Meetings of the Board of Trustees shall occur at least four times per year on dates selected by the Board Chair and shall be chaired by the Board Chair or in his or her absence, the Vice Chair or another officer. Special meetings may be called by the Board Chair or by any three current Trustees. Notification of all meetings must be sent at least two weeks in advance of meetings. Notice of a meeting need not be given to any Trustee if a written waiver of notice, executed by him or her before or after the meeting is filed with the record of the meeting, or to any Trustee who attends the meeting without protesting prior thereto or at its commencement the lack of notice to him or her.

A Quorum of the Board of Trustees shall be a majority of the Board of Trustees then in office. If a quorum is present, a majority of the Trustees present may take any action on behalf of the Board of Trustees except to the extent a larger number is required by law.

Any Trustee or officer may resign at any time by giving his or her Resignation in writing to the Board Chair, Vice Chair, Treasurer, Clerk or any Trustee of the Corporation.

Any action required or permitted to be taken at any meeting of the Trustees may be taken without a meeting if all the Trustees consent to the action in writing and the written Consents are filed with the records of the meetings of Trustees. Such consents shall be treated for all purposes as a vote at a meeting.

#### ARTICLE VI: OFFICERS OF THE CORPORATION

The Terms of the Officers of the Corporation will be for one year and/or until their replacement is elected. Individuals may hold more than one office.

Honorary Chair of the Corporation: The Members of the Corporation may elect an honorary Chair of the Corporation who shall become a member of the Board of Trustees if he or she is not already one. The Honorary Chair of the Corporation will preside at the annual meeting of the Corporation.

Board Chair: Is elected by the Board of Trustees to Chair meetings of the Membership (if there is no Honorary Chair) and the Board of Trustees and to formally communicate positions voted by the Board of Trustees. He or she shall set the agenda for and make regular reports on the status of the Corporation to the Board of Trustees and the Members. Undertake other duties as voted by the Board of Trustees. Sign checks, proposals, contracts and other documents that require the signature of the Board Chair as long as they are within the policies, programs and budget of the Board of Trustees. Nominates chairs for Committees subject to confirmation votes by the Board of Trustees. He or she (or his or her designee(s)) annually drafts the evaluation of the Administrator



and Management Company for review and approval by the Board of Trustees unless the Board Chair is also the Administrator and/or has a financial relationship with the Management Company in which case, the Vice Chair takes on this evaluation role. The Board Chair is the same as President under M.G.L. c 180.

Vice Chair: May be elected by the Board of Trustees to exercise all of the duties of the Board Chair in his/her absence. Undertake other duties as voted by the Board of Trustees. If the Board Chair is also the Administrator of has a financial relationship with the Management Company, the Vice Chair (or his or her designee(s)) annually drafts the evaluation of the Administrator and Management Company for review and approval by the Board of Trustees and chairs such meeting of the Board of Trustees.

Treasurer: Is elected by the Board of Trustees and is responsible for the general financial affairs of the Corporation and shall keep full and accurate records thereof which shall always be open to inspection by the Board Chair or other Trustees. He/she shall render to the Board Chair or other Trustees whenever they require it, a statement of the accounts of his/her transactions as Treasurer and of the financial condition of the Corporation. Responsible for filing financial reports with the Commonwealth and IRS as required by law.

Clerk: Elected by the Board of Trustees and is responsible for the record of the proceedings of all meetings of the Members and of the Board of Trustees. He/she shall notify the Members and Trustees of all regular meetings in accordance with these By-Laws. Responsible for reporting actions to the Secretary of State and Attorney General as required by law.

Other Officers: The Board of Trustees may elect other Officers of the Corporation as they deem necessary with whatever powers they deem appropriate.

#### ARTICLE VII: ADMINISTRATOR

The Board of Trustees may employ, on behalf of the Corporation, a chief staff person who shall have general charge of the affairs of the Corporation, subject to the annual policies, workplan and budget as voted by the Board of Trustees and subject to the management of and evaluation by the Board of Trustees. This chief staff person shall manage all other Corporation staff. The Administrator acts as the Chief Executive Officer of the Corporation and as public spokesperson for the Corporation.

#### ARTICLE VIII: MANAGEMENT COMPANY

The Board of Trustees, on behalf of the Corporation, may negotiate and enter into a multi-year contract(s) with a private company to guide the management of the South Shore Charter School subject to the annual policies, workplan and budget as voted by the Board of Trustees and subject to the management of and evaluation by the Board of Trustees. The Administrator may be an employee of the Management Company.

#### ARTICLE IX: EXECUTION OF PAPERS

Except as the Trustees shall generally and annually or in particular cases authorize the execution thereof in some other manner, all deeds, leases, transfers, contracts, bonds, notes, checks, drafts and other obligations made, accepted and endorsed by the Corporation, shall be signed by two of the Officers of the Corporation. (Initially, the Administrator is considered an officer for the purposes of signing under this article.)

#### ARTICLE X: REMOVALS AND FILLING VACANCIES

Any Officer, Trustee, or Member may be removed from office at any time with or without stating cause at any meeting of the Board of Trustees by a vote of two-thirds of the Trustees then in office if the Board of Trustees decides that the Officer, Trustee, or Member has committed an act materially inimical to the interests of the Corporation or for repeated non-attendance.

A majority vote of the Board of Trustees may fill vacancies created by the removal or resignation of an Officer or Trustee until the next Annual or Special Meetings of the Members and of the Board of Trustees. Any vacancies filled are only until the next Annual or Special Meetings of the Members or of the Board of Trustees. (During the first thirteen months, the Board of Trustees may fill any vacancies up to the ceiling set in these By Laws.)

#### ARTICLE XI: ANNUAL REVIEW OF THE BOOKS

The Board of Trustees shall annually retain a non-Trustee accountant to review the accounts of the Treasurer. As pertains to the operation of the public South Shore Charter School, such review shall meet all obligations set by the Executive Office of Education or the Department of Education of the Commonwealth of Massachusetts or their successors.

#### ARTICLE XII: FIVE YEAR PLAN

The Board of Trustees shall cause a five year plan to be developed and annually reviewed pursuant to requirements of the Massachusetts Secretary of Education. The Board of Trustees shall cause an annual report of progress against this five year plan to be developed and disseminated to parents or legal guardians of current or prospective students and to the Secretary of Education.

#### ARTICLE XIII: AMENDMENTS

Amendments in part or the whole of these By-Laws shall be by a majority vote of an Annual or Special Meeting of the Members called for this purpose with two weeks notice. Notice of such a meeting shall include a draft version of the proposed amendments which may be modified by the Members of the Corporation prior to any vote. Quorum shall be one-third of the Members in person or by specific, written proxy.

#### ARTICLE XIV: PERSONAL LIABILITY



The Board of Trustees shall have no power to bind the Members of the Corporation personally or to call upon them for payment of any sum of money or any assessment whatever other than annual dues and such sums as they, or any of them, may at any time personally agree in writing to pay by way of donation to the Corporation for the purposes of the Corporation.

#### ARTICLE XV: INDEMNIFICATION OF TRUSTEES AND OFFICERS

The Corporation shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as an Officer or Trustee of the Corporation, against all expenses and liabilities (including counsel fees, judgments, fines, excise taxes, penalties and amounts payable in settlements) reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or other proceeding, whether civil, criminal, administrative, or investigative, in which such person may become involved by reason of such person's serving of having served in such capacity (other than a proceeding voluntarily initiated by such person unless such person is successful on the merits, the proceeding was authorized by the Corporation or the proceeding seeks a declaratory judgment regarding such person's own conduct); provided that no indemnification shall be provided for any such person with respect to any matter as to which such person shall have been finally adjudicated in any proceeding as not having acted in good faith in the reasonable belief that his or her action was in the best interests of the Corporation and provided, further, that as to any matter disposed of by a compromise payment by such person, pursuant to a consent decree or otherwise, the payment and indemnification thereof have been approved by the Corporation, which approval shall not unreasonably be withheld, or by a court of competent jurisdiction. Such indemnification shall include payment by the Corporation of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person indemnified to repay such payment if such person shall be adjudicated to be not entitled to indemnification under this article, which undertaking may be accepted without regard to the financial ability of such person to make repayment.

Where indemnification hereunder requires authorization or approval by the Corporation, such authorization or approval shall be conclusively deemed to have been obtained and each Trustee of the Corporation approving such indemnification shall be wholly protected if:

i) the payment has been approved or ratified (1) by a majority vote of a quorum of the Trustees consisting of persons who are not at that time parties to the proceeding, (2) by a majority vote of a committee of two or more Trustees who are not at that time parties to the proceeding and are selected for this purpose by the full Board of Trustees (in which selection Trustees who are parties may participate), or (3) by a majority vote of a quorum of the Members of the Corporation, which quorum shall consist of Members who are not at that time parties to the proceeding; or

ii) the action is taken in reliance upon the opinion or independent legal counsel (who may be counsel to the Corporation) appointed for the purpose by vote of the Trustees or in the manner specified in clauses (1), (2) or (3) of subparagraph (i); or

iii) the payment is approved by a court of competent jurisdiction; or

iv) the Trustees have otherwise acted in accordance with the standard of conduct set forth in Chapter 180 of the General Laws of Massachusetts.

Any indemnification or advance of expenses under this article shall be paid promptly, and in any event within 30 days, after the receipt by the Corporation of a written request therefor from the person to be indemnified, unless with respect to a claim for indemnification the Corporation shall have determined that the person is not entitled to indemnification. Unless otherwise provided by law, the burden of proving that such person is not entitled to indemnification shall be on the Corporation.

The right to indemnification under this article shall be a contract right inuring to the benefit of the Officers and Trustees and no amendment or repeal of this article shall adversely affect any right of such Officer or Trustee existing at the time of such amendment or repeal.

The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of an Officer or Trustee.



# The Commonwealth of Massachusetts

OFFICE OF THE MASSACHUSETTS SECRETARY OF STATE  
MICHAEL J. CONNOLLY, Secretary  
ONE ASHBURTON PLACE, BOSTON, MASSACHUSETTS 02108

## ARTICLES OF ORGANIZATION

(Under G.L. Ch. 180)

### ARTICLE I

The name of the corporation is:

South Shore Charter School, Inc.

### ARTICLE II

The purpose of the corporation is to engage in the following activities:

The corporation is organized and shall be operated exclusively for charitable and educational purposes. Notwithstanding any other provision of these Articles, the corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (a) and described in section 501 (c) (3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code.

The corporation is organized and shall raise funds for the development and operation of a Massachusetts public school for grades K-12 and adults in one or more sites and or venues which seeks to accomplish its educational mission of providing each student with an education which fosters initiative, leadership, problem solving, critical thinking, team work, and communication, and promotes life skills for individual achievement in education, career, community, and life and to engage generally in any business that may lawfully be carried on by a corporation formed under chapter 180 of the General Laws of Massachusetts.

This mission is implemented through a student-centered, heterogeneous school that holds out high expectations for each student, teacher, parent, community member, and external business, college, or nonprofit partner organization who are all encouraged to participate as essential to a school environment that is conducive to learning and responsive to, reflective of, and current with market forces. Students are encouraged to take responsibility for decisions about the operation of the public South Shore Charter School. Students are challenged to proceed at their optimum rate of learning. The Charter School encourages initiative and innovation and creates an environment of mutual respect where daily successes and mistakes are seen as part of the learning process. Students make regular interdisciplinary exhibitions of mastery of what they are learning before professionals and experts in their respective areas. The curriculum will be mainly interdisciplinary and project-based with a strong academic underpinning offered by a rich variety of resources.

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Note: If the space provided under any article or item on this form is insufficient, additions shall be set forth on separate 8½ x 11 sheets of paper leaving a left hand margin of at least 1 inch. Additions to more than one article may be continued on a single sheet so long as each article requiring each such addition is clearly indicated.

### ARTICLE III

the corporation has one or more classes of members, the designation of such classes, the manner of election or appointments, the duration of membership and qualification and rights, including voting rights, of the members of each class, may be set forth in the by-laws of the corporation or may be set forth below:

The Members of the Corporation shall be any members of the Board of Trustees of the public South Shore Charter School, parents of students of the Charter School, one representative of each of the formal partner organizations to the Charter School, and all members of Hull Partners In Education who became members by volunteering to serve as mentors, tutors, or provide career awareness assistance to students of the School.

The Annual Meeting of the Members of the Corporation shall be held in the month of September. The date, time and location shall be determined by the Board of Trustees. Special Meetings may be called by the Board Chair or when requested in writing by one-third of the Board of Trustees. The Powers of such Annual or Special meetings of the Members of the Corporation shall be the election of the Board Chair, Vice Chair, and one third of the Board of Trustees annually, as well as the amendment of the By-Laws.

### ARTICLE IV

or lawful provisions, if any, for the conduct and regulation of the business and affairs of the corporation, for its voluntary dissolution, or for limiting, defining, or regulating the powers of the corporation, or of its directors or members, or of any class of members, are as follows:

4.1 The corporation shall have in furtherance of its corporate purposes all of the powers specified in Section 6 of Chapter 180 and in Sections 9 and 9A of Chapter 156B of the Massachusetts General Laws (except those provided in paragraph (m) of said Section 9, provided, however, that no such power shall be exercised in a manner inconsistent with said Chapter 180 or inconsistent with Chapter 71 or inconsistent with the exemption from federal income tax to which the corporation shall be entitled under Section 501 (c) (3) of the Internal Revenue Code.

4.2 The Trustees may make, amend or repeal these Articles of Organization or the by-laws in whole or in part.

4.3 To the maximum extent permitted by M.G.L. Chapter 180, as the same exists or may hereafter be amended, no Trustee or officer of the corporation shall be personally liable to the corporation for monetary damages for breach of fiduciary duty as Trustee or officer of the corporation. No amendment to or repeal of the provisions of this paragraph shall apply to or have any effect on the liability or alleged liability of any Trustee of the corporation for or with respect to any act or failure to act of such Trustee occurring prior to such amendment or repeal.

[ Continued On The Attached Page ]

• If there are no provisions, state "None".

Note: The preceding four (4) articles are considered to be permanent and may ONLY be changed by filing appropriate Articles of Amendment.



## South Shore Charter School, Inc.

### Continuation of ARTICLE IV - Page 1

4.4 The Corporation shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as an Officer or Trustee of the Corporation, against all expenses and liabilities (including counsel fees, judgments, fines, excise taxes, penalties and amounts payable in settlements) reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or other proceeding, whether civil, criminal, administrative, or investigative, in which such person may become involved by reason of such person's serving of having served in such capacity (other than a proceeding voluntarily initiated by such person unless such person is successful on the merits, the proceeding was authorized by the Corporation or the proceeding seeks a declaratory judgment regarding such person's own conduct); provided that no indemnification shall be provided for any such person with respect to any matter as to which such person shall have been finally adjudicated in any proceeding as not having acted in good faith in the reasonable belief that his or her action was in the best interests of the Corporation and provided, further, that as to any matter disposed of by a compromise payment by such person, pursuant to a consent decree or otherwise, the payment and indemnification thereof have been approved by the Corporation, which approval shall not unreasonably be withheld, or by a court of competent jurisdiction. Such indemnification shall include payment by the Corporation of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person indemnified to repay such payment if such person shall be adjudicated to be not entitled to indemnification under this article, which undertaking may be accepted without regard to the financial ability of such person to make repayment.

Where indemnification hereunder requires authorization or approval by the Corporation, such authorization or approval shall be conclusively deemed to have been obtained and each Trustee of the Corporation approving such indemnification shall be wholly protected if:

- i) the payment has been approved or ratified (1) by a majority vote of a quorum of the Trustees consisting of persons who are not at that time parties to the proceeding, (2) by a majority vote of a committee of two or more Trustees who are not at that time parties to the proceeding and are selected for this purpose by the full Board of Trustees (in which selection Trustees who are parties may participate), or (3) by a majority vote of a quorum of the Members of the Corporation, which quorum shall consist of Members who are not at that time parties to the proceeding; or
- ii) the action is taken in reliance upon the opinion or independent legal counsel (who may be counsel to the Corporation) appointed for the purpose by vote of the Trustees or in the manner specified in clauses (1), (2) or (3) of subparagraph (i); or
- iii) the payment is approved by a court of competent jurisdiction; or
- iv) the Trustees have otherwise acted in accordance with the standard of conduct set forth in Chapter 180 of the General Laws of Massachusetts.

## South Shore Charter School, Inc.

### Continuation of ARTICLE IV - Page 2

Any indemnification or advance of expenses under this article shall be paid promptly, and in any event within 30 days, after the receipt by the Corporation of a written request therefor from the person to be indemnified, unless with respect to a claim for indemnification the Corporation shall have determined that the person is not entitled to indemnification. Unless otherwise provided by law, the burden of proving that such person is not entitled to indemnification shall be on the Corporation.

The right to indemnification under this article shall be a contract right inuring to the benefit of the Officers and Trustees and no amendment or repeal of this article shall adversely affect any right of such Officer or Trustee existing at the time of such amendment or repeal.

The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of an Officer or Trustee.

4.5 No part of the assets or net earning of the corporation shall inure to the benefit of any Trustee or officer of the corporation or any individual ; no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation except to the extent permitted by Section 501 (h) of the Internal Revenue Code; and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office. It is intended that the corporation shall be entitled to exemption from federal income tax under section 501 (c) (3) of the Internal Revenue Code and shall not be a private foundation under Section 509 (1) of the Internal Revenue Code.

4.6 Under the liquidation or dissolution of the corporation, after payment of all of the liabilities of the corporation or due provision therefor, all of the assets of the corporation shall be disposed of in accordance with Massachusetts General Laws, Chapter 180, section 11 A, to the public schools in the community(s) where the Charter School is located.

4.7 Individuals of any race, religion and of either sex shall be entitled to all the rights, privileges, programs and activities generally made available to participants in the corporation, its programs and activities, and the corporation shall not discriminate on the basis of race, religion or sex in administering its policies and programs.

4.8 In addition, the corporation shall have the powers and responsibilities as set forth in M.G.L. c 71 s. 89 including the following:

(a) to adopt a name and corporate seal; provided however , that any name selected must include the words "charter school";

(b) to sue and be sued, but only to the same extent and upon the same conditions that a town can be sued;



## South Shore Charter School, Inc.

### Continuation of ARTICLE IV - Page 3

(c) to acquire real property, from public or private sources, by lease, lease with an option to purchase, or by gift, for use as a school facility;

(d) to receive and disburse funds for school purposes;

(e) to make contracts and leases for the procurement of services, equipment and supplies; provided, however, that if the Board of Trustees intends to procure substantially all educational services under contract with another person, the terms of such a contract must be approved by the secretary, either as part of the original charter or by way of an amendment thereto; and provided, further, that the secretary shall not approve any such contract terms, the purpose or effect of which is to avoid the prohibition of this section against charter school status for private and parochial schools.

(f) to incur temporary debt in anticipation of receipt of funds;

(g) to solicit and accept any grants or gifts for school purposes;

(h) to have such other powers available to a business corporation formed under chapter one hundred and fifty-six B that are not inconsistent with Chapter 71.

Employees of the corporation shall be considered public employees for purposes of tort liability under chapter two hundred and fifty-eight and for collective bargaining purposes under chapter one hundred and fifty E. The board of trustees shall be considered the public employer for purposes of tort liability under said chapter two hundred and fifty-eight and for collective bargaining purposes under chapter one hundred and fifty E. Teachers employed by the corporation shall be subject to the state teacher retirement system under chapter thirty-two and service in the corporation shall be "creditable service" within that meaning thereof.

The corporation shall comply with all applicable state and federal health and safety laws and regulations and shall publish and disseminate an annual report to the secretary and to parents by August 1st of each year.

Other lawful provisions are expected to be added by amendment at the time that the secretary of education grants the actual charter.

## ARTICLE V

By-laws of the corporation have been duly adopted and the initial directors, president, treasurer and clerk or other presiding, financial or recording officers, whose names are set out below, have been duly elected.

## ARTICLE VI

The effective date of organization of the corporation shall be the date of filing with the Secretary of the Commonwealth or if a later date is desired, specify date, (not more than 30 days after date of filing).

The information contained in ARTICLE VII is NOT a PERMANENT part of the Articles of Organization and may be changed ONLY by filing the appropriate form provided therefor.

## ARTICLE VII

a. The street address of the corporation IN MASSACHUSETTS is: (post office boxes are not acceptable)

936 Nantasket Avenue, Hull, Massachusetts 02045

b. The name, residence and post office address of each of the initial directors and following officers of the corporation are as follows:

NAME	RESIDENCE	POST OFFICE ADDRESS
------	-----------	---------------------

President:

Timothy C. Anderson, 936 Nantasket Avenue, Hull, Massachusetts 02045

Treasurer:

David T. Williams, 139 Hampton Circle, Hull, Massachusetts 02045

Clerk:

François Martel, Ph.D., 30 Lynn Avenue, Hull, Massachusetts 02045

Directors: (or officers having the powers of directors).

NAME	RESIDENCE	POST OFFICE ADDRESS
------	-----------	---------------------

Jananne S. Cannon 38 Orchard St., Belmont, MA Pamela M. Cooney 936 Nantasket Ave., Hull, MA

Elliot Gabriel, Ed.D. 33 Thornton R, Chestnut Hill, MA Richard Gingras, San Francisco, California

Debra Kirby, Ph.D. 9 Gallops Hill Rd, Hull, MA Carl Kowalski, Ph.D. 44 Simmons Ave., Whitman, MA

Eugenia Leonard, Hingham Josephine Loughnane, Ed.D. 50 Andrew Ave, Hull, MA

Jean S. McCluskey, Ph.D. 72 F. St., Hull, MA Michael S. Nuesse, Esq., 7 Western Ave., Hull, MA

Julia M. Pratter 939 Nantasket Ave., Hull, MA Regina H. Ryan, 201 Chestnut Av, Jamaica Plain, MA

Marilyn Seastone 939 Nantasket Ave. Hull, MA Francine F. Townsend, 169 Beach Avenue, Hull, MA

Polly Ulichny, Ed.D. 730 Cushing Hts, Scituate, MA Plus The 3 Officers Listed Above

c. The fiscal year of the corporation shall end on the last day of the month of: June

d. The name and BUSINESS address of the RESIDENT AGENT of the corporation, if any, is: Not Applicable

I/We the below-signed INCORPORATORS do hereby certify under the pains and penalties of perjury that I/We have not been convicted of any crimes relating to alcohol or gaming within the past ten years. I/We do hereby further certify that to the best of my/our knowledge the above-named principal officers have not been similarly convicted. If so convicted, explain.

IN WITNESS WHEREOF and under the pains and penalties of perjury, I/WE, whose signature(s) appear below as incorporator(s) and whose names and business or residential address(es) ARE CLEARLY TYPED OR PRINTED beneath each signature do hereby associate with the intention of forming this corporation under the provisions of General Laws Chapter 180 and do hereby sign these Articles of Organization as incorporator(s) this 22nd day of June 1994

Timothy Anderson, Dovetail Consulting  
936 Nantasket Avenue  
Hull, Massachusetts 02045

NOTE: If an already-existing corporation is acting as incorporator, type in the exact name of the corporation, the state or other jurisdiction where it was incorporated, the name of the person signing on behalf of said corporation and the title he/she holds or other authority by which such action is taken.



470504

THE COMMONWEALTH OF MASSACHUSETTS

1994 JUL 17 PM 1:06

1994 JUL 11 AM 3:43

ARTICLES OF ORGANIZATION  
GENERAL LAWS, CHAPTER 180

I hereby certify that, upon an examination of the within-written articles of organization, duly submitted to me, it appears that the provisions of the General Laws relative to the organization of corporations have been complied with, and I hereby approve said articles; and the filing fee in the amount of \$35.00 having been paid, said articles are deemed to have been filed with me this 11<sup>th</sup> day of JULY

19 94.

Effective date

*Michael Joseph Connolly*

MICHAEL J. CONNOLLY  
Secretary of State

**A PHOTOCOPY OF THESE ARTICLES OF ORGANIZATION SHALL BE  
RETURNED**

TO: ~~TO: Timothy Anderson, Dovetail Consulting~~  
~~936 Nantasket Avenue~~  
~~Hull, Massachusetts 02045~~  
Telephone: (617) 925-3078

Agreement Between  
South Shore Charter School, Inc. and  
Dovetail Consulting

This agreement confirms that Dovetail Consulting is the Management Company for the public South Shore Charter School as allowed for in the By Laws as voted on May 24, 1994. As such, Dovetail is responsible to guide the management of the Charter School subject to the annual policies, workplan and budget as voted by the Board of Trustees and subject to their management and evaluation. During this first developmental and piloting year beginning July 1, 1994, all human resources required for the Charter School shall be retained by Dovetail as per-hour consultants. Dovetail shall be responsible for covering its workers compensation, liability insurance, and reporting costs within the per hour consulting rates.

Timothy Anderson, President of Dovetail Consulting, also serves as the Administrator and as such is the chief staff person, Chief Executive Officer of the corporation, and public spokesperson for the corporation managing all other staff of the corporation with general charge of the affairs of the Corporation, subject to the annual policies, workplan and budget as voted by the Board of Trustees and subject to the management of and evaluation by the Board of Trustees.

The following reflects the estimated personnel expenses to be accrued by the Management Company of the Charter School, Dovetail Consulting, for work to be accomplished to develop and implement the South Shore Charter School:

**FY 1994: Total of \$15,000 (between March 15th and June 30th)**

**FY 1995: Total of \$135,000**

- ♦ 1st Quarter: about \$8,400 per month for a total of \$25,250
- ♦ 2nd Quarter: about \$11,600 per month for a total of \$34,750
- ♦ 3rd Quarter: about \$12,400 per month for a total of \$37,250
- ♦ 4th Quarter: about \$12,600 per month for a total of \$37,750

Actual payment is dependent upon the actual granting of the Charter by the Secretary of Education and the successful recruitment of an adequate number of students and will be paid to Dovetail Consulting in full within three years of the date the expense is incurred with no interest to be charged. Payments shall be from grants, earned income, donations, or loans to the Charter School. Any delayed payment schedule necessary after the public per pupil funds are received shall be by mutual written agreement of Dovetail Consulting and the Charter School.

Out of pocket expenses with receipts must be approved by the Treasurer for reimbursement. These expenses shall include items such as printing, travel (must be pre-approved), lease expenses, material acquisition, and registration fees shall be reimbursed to Dovetail by the Charter School as soon as is possible via income from grants, donations, or loans.



Dovetail's considerable personnel costs for the development of the Charter School model and proposal prior to the Secretary's designation on March 15, 1994 will not be reimbursed by the South Shore Charter School in cash but by way of Dovetail permanently retaining all rights to disseminate and/or replicate the Charter School model in part or in whole as it is now and as it develops over the years during which Dovetail Consulting continues to remain involved.

This agreement, except for Dovetail's rights to replication and dissemination, is subject to modification by joint agreement. It will be reviewed quarterly by the Compensation Committee (composed of several Trustees with no past, present, or future financial relationship with the Charter School, Dovetail Consulting, or Timothy Anderson) and they will bring it to the Board of Trustees as needed.

Voted by the Compensation Committee on the following date: 7/21/94

Voted by the Board of Trustees on the following date: 7/21/94

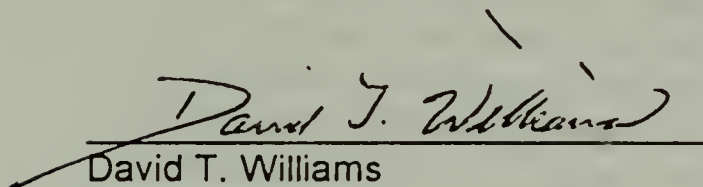
I, Francois Martel, Clerk of the South Shore Charter School, Inc. hereby certify that the vote of the Board of Trustees reflected above occurred with a quorum present and was taken on the actual language of this agreement.

Signed: F. Martel.

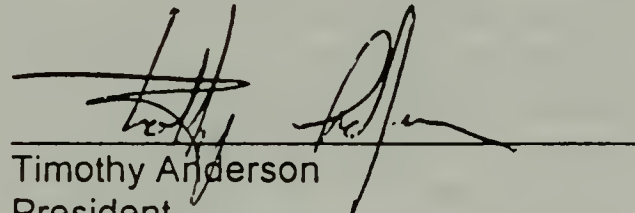
Date: 7/21/94

The Following Signatures Signify Agreement:

Date: 7/21/94



David T. Williams  
Treasurer  
for the Board of Trustees  
South Shore Charter School, Inc.



Timothy Anderson  
President  
Dovetail Consulting

# *South Shore Charter School, Inc.*

*Developing A New Type of Public School to Serve the South Shore*

## **Modified Compensation Package: Timothy Anderson, Headmaster / CEO**

The annual salary for the full-time, 35 hours per week, Headmaster/CEO is set at a maximum of \$68,000 beginning March 15, 1994 through June 30, 1996. The additional benefit package will total 20% of this salary plus one day per month sick time and 20 days of paid vacation. Specific benefits to be included will be negotiated with the Treasurer and presented to the Finance Committee. Consulting is allowed on his own time. Because \$48,000 of this is covered by the current 3/15/94-6/30/95 contract with Dovetail Consulting, the balance for this 67-week period will be compensated by payment of \$309 per student enrolled in the Charter School as of April 15, 1994. All expenses and overhead costs during the initial period must be specifically itemized and pre-approved by the Treasurer with a copy presented to the Finance Committee.

Materials and products developed using any public funds may not be sold by Dovetail Consulting or any other individual, entity, or organization. These materials are meant to receive wide dissemination. In exchange for its long-term development and creative efforts to date, Dovetail will be publicly recognized as the developer of the South Shore Charter School on the School's stationery, brochures, products, curriculum, and materials and is encouraged to offer its consulting, training, and management services to other schools in the vision, process, projects, curriculum, and systems that it developed prior to and during its work with the Charter School. Dovetail is encouraged to also involve other Charter School staff (on their own time) in its consultancies.

After the current 3/15/94-6/30/95 contract with Dovetail Consulting, the Charter School is budgeting \$25,000 of tuition funds per year for personnel (not including T. Anderson) to help with management. All other development costs will be covered by grant income subject to Board action. When possible, interested teachers will be included in future development and consulting work. Part-time consultants of Dovetail Consulting, may also be considered for employment filling budgeted staff positions in the Charter School from tuition funds. Dovetail Consulting's development personnel are currently listed in the budget in the "paraprofessionals" section. A list of current Dovetail Consulting staff is attached. Any changes will be approved by the Finance Committee. The budget for the next several years shows that the development costs will be less than \$119,000 per year as pre-set and Board-approved in the annual budget. It is understood that Dovetail Consulting will add its regular 30% mark-up to the amounts paid to these consultants. A bonus on grants, when allowed by the funder is allowed as follows:

Bonus of 5% of grants totaling in a year above 100% & below 200% of development expenses  
Bonus of 10% of grants totaling in a year above 200% & below 300% of development expenses  
Bonus of 15% of grants in any year totaling more than 300% of annual development expenses  
Total bonuses in any year shall not exceed 10% of the total grants received in that year.

For example, if public and private grants were received in Fiscal Year 1997 totaling \$264,000 the amount of the incentive bonus would be:

- First \$93,500 covers the development expense- Dovetail gets \$0
- Second \$93,500 Dovetail gets an incentive bonus of \$4,675
- For the remaining \$77,000, Dovetail gets an incentive bonus of \$7,700

Total incentive bonus of \$12,375 or 4.7% of the grants received in FY 97.

Modified on 10/24/94



## Current Dovetail Consultants

Timothy Anderson, **PRESIDENT**, has served as President of Boston Harbor Associates and of the Massachusetts Cultural Alliance and Director of the *Hull Environment & Service Corps*. He was the New England chief of staff for the National Alliance of Business, Director of Boston's zoos, Founder & Director of the *Hull Environment & Service Corps*, and on the staffs of Ralph Nader, Tip O'Neill, Ted Kennedy, and Jimmy Carter. He is Chair & Administrator of the South Shore Charter School, Community Service Counsel to the National Academy Foundation, and Managing Director of the Hull Council for Business and Cultural Development.

Pamela Cooney, **VICE PRESIDENT**, was the Director of Planning for the Boston Parks and Recreation Department, Program Developer and Grants Officer for the Boston offices of: Intergovernmental Relations, Community Schools, and Cultural Affairs. She chairs Hull's Community Schools Program and chaired the Hull Main Street Association. She was an officer of the Hull Redevelopment Authority and of the Hull Design Review Board. She is active in the PTO and has an MBA from Boston University.

Jananne Cannon, **VICE PRESIDENT**, was the Director of the Management Development Center for Suffolk University and Assistant Director of the Management Development Center at Northeastern University. She is a specialist in public/private partnerships, apprenticeships, and school-to-work transition.

## Consultants

- Sidney J. Brien, Miami
- Marjorie L. Freundlich
- Elaine Hackney
- Diane Halperin
- Catherine Hammond
- Kate Hickok
- Stephen R. Hunt
- Diane J. Johnson
- Barbara C. Lyon
- Sophie Pirie, San Francisco
- Sharon Pywell
- Paul Rathbun
- Regina Harte Ryan
- Leslie Long Sawin
- Evaluation & Planning
- Organizational Devel. & Gender Bias
- Cause Marketing
- Grantsmanship & Program Design
- National Funder Research & Planning
- Media Productions
- Project Management & Public Affairs
- Organizational Development
- Public Affairs Research & Logistics
- Leadership Development
- Proposal/Brochure Writing & Planning
- Fund Raising & Corporate Relations
- Public Relations
- Strategic Planning & Training

## Joint Venture Partners

- Focus Associates
- K. Ladd Ward + Co.
- Planners Collaborative
- QL Consultants
- Saint Communications
- Sandcastle Associates
- Human Resources & Curriculum Development
- Market Survey Research
- Planning & Public Participation
- Meeting Facilitation
- Public Relations, Publicity & Press
- Facility Development & Management

# *South Shore Charter School, Inc.*

*Developing A New Type of Public School to Serve the South Shore*

## **Budget Materials**

**Prepared By:**

**Dovetail Consulting**

**October 15, 1994**



# South Shore Charter School

## Updated Budget: "YEAR 0" March 15, 1994 - June 30, 1995 With Year-To-Date Summary As Of 12/31/94

The following is the Board-approved operating budget for the 15 month start-up period for the Charter School. The \$135,000 salary line is described separately accompanying the contract for services from Dovetail Consulting for this initial period. We expect that salaries (except for the Development contract) will switch to the School on July 1, 1995. The right column reflects the amounts expended to date as of 12/31/94

Budget Item	Budget Detail	Budget	YTD
Headmaster / CEO	3/15/94 thru 6/30/94 \$5,000 paid	14,000	14,000
Headmaster / CEO	3/15-6/30 -pay only with student #	5,720	5,720
CEO Benefits 20%	3/15-6/30/94-pay only w student #	3,940	3,940
Headmaster / CEO	7/1 -6/30 - Based on # Students	20,000	10,000
CEO Benefits 20%	7/1/94-6/30/95 Based on student #	13,600	6,800
Cannon	3/15/94 thru 6/30/94 - Paid	1,000	1,000
All Salaries Thru Dovetail	7/1/94-6/30/95 - \$577.38 Paid	135,000	29,712
Dovetail's Overhead Cost	3/15/94-6/30/95 -\$1,000/month	15,000	9,000
Student Stipends	Helping to Develop Curriculum	5,000	18
Grad Students		1,000	0
Advertising	Reimburse W. Johnson - Mariners	2,000	152
Copying	Copy Cop - Applications	1,500	796.50
Printing	Student Recruitment Brochure	4,000	0
Postage	9/21 10/26 10/21	200	270.70
Parking	9/27 10/18	150	34
Refreshments	Annual Meeting & Others	1,000	0
Travel & Conferences	Madison	2,000	434.50
Telephone	Calls fr Madison/ Lab phone bills	500	53.33
Utilities	Amount Over Same Period Last Yr	1,500	0
Fees / Dues	State Inc. Fee 7/1/94checks/stamp	1,000	139.97
Office Supplies	Staples (including easle)	1,000	456.38
Classroom Furniture	Chairs & Tables	2,500	0
Computer & AV Equipment	Upgrades to Marketing Computer	6,000	642
Ed Materials/Software		6,000	0
Renovate HRA Building	Materials /Signs/Fitzpatrick-325 Du	7,832	210.47
Contingency	Just In Case	5,000	0
<b>TOTAL</b>		<b>\$256,642</b>	<b>83,369.22</b>

\$3,207.85 in non-Dovetail personnel expenses

Expenses will increase in January for curriculum development and for renovation of HRA building.

Income Projection: DOE/Goals 2000: \$20,000, ESEA: \$20,000, Massasoit: \$4,000, Friends of Charter School: \$4,000, Corporations: \$2,642, Foundations: \$15,000.  
TOTAL projected income: \$65,642 leaving a deficit of \$191,000 carried over into Year 1.  
Teleph system, xerox machine, office furniture, and rugs donated by Hull Medical Center.

# *South Shore Charter School, Inc.*

*A New, Project-Based Public School Serving The South Shore*

11/28/94

## **D.O.E. Charter School Start-Up Seed Grant(s)**

### **Initial Draft Budget for \$10,000 - \$20,000 - \$30,000**

<b>Dovetail Expense Item</b>	<b>1st \$10K</b>	<b>2nd 10K</b>	<b>3rd 10K</b>
Headmaster (Anderson) 3/1/94-Present Full Time	5,000	5,000	5,000
Primary S. Curriculum Developer (Loughnane) 12/1-	0	500	500
Secondary S. Curriculum Coordinator (Zaia) 12/1/94-	0	500	500
Development Director (Cooney) 10/1/94-Present	300	500	500
Enrichment Coordinator (Cannon) 3/1/94-Present	1,000	500	500
Corporate Sponsor Recruiter (Hackney) 1/1/95-	0	0	500
Grant Writer (Pywell) 1/1/95-	0	0	500
HRA Interior Renovations - Fitzpatrick & Apprentices	1,000	1,000	1,000
5 Monthly Paid Ads in 8 Towns Around Hull	415	300	0
Copying (\$490) And Out Of Pocket Expenses (Sign)	1,000	800	900
Directors' & Officers' Liability Insurance	700	700	0
IRS 501 (c) (3) Filing Fee	385	0	0
Utilities Beyond Last Year At HRA Building	200	200	100
Dovetail Overhead Expenses		0	0
<b>TOTAL:</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>

Primary School: 2 Samoset Ave. ♦ Secondary School: A St. On The Bay  
Mail: 936 Nantasket Ave. ♦ Hull ♦ Mass. ♦ 02045 ♦ (617) 925-3078 ♦ FAX 925-9818  
Developed By Dovetail Consulting



# South Shore Charter School

## Revised Student Attendance Assumptions as of 1/10/95

Grade	1995-96	1996-97	1997-98	1998-99	1999-2000
	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergartners	21	36	35	34	33
1st Graders	21	36	35	34	33
2nd Graders	20	36	35	34	33
3rd Graders	0	31	32	33	33
4th Graders	0	31	32	33	34
5th Graders	0	30	31	32	34
<b>Subtotal:</b>	<b>62</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>
6th Graders	21	40	30	30	30
7th Graders	21	40	30	30	30
8th Graders	16	40	30	30	30
9th Graders	10	25	30	30	30
10th Graders	10	20	30	30	30
11th Graders	5	20	25	25	25
12th Graders	5	15	25	25	25
<b>Subtotal:</b>	<b>88</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>
<b>TOTAL</b>	<b>150</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>
<b>Per Pupil \$:</b>	<b>\$4,900</b>	<b>\$5,345</b>	<b>\$5,506</b>	<b>\$5,671</b>	<b>\$5,841</b>
<b>Revenue</b>	<b>\$735,000</b>	<b>\$2,138,000</b>	<b>\$2,202,000</b>	<b>\$2,268,000</b>	<b>\$2,336,400</b>

The final line reflects our current understanding of the average per pupil expense multiplied by the number of students. Each Town will pay, based on an invoice, based on the number of students who decide to go to the Charter School by April 15th of the prior year.

Our staffing assumes a 1:14 staff to student ratio with no class being more than 18 students with one teacher. We also plan on having many volunteers involved.

Approved By Board of Trustees on 1/13/95

# South Shore Charter School 5 Year Operating Budget

DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>REVENUES</b>					
Per Pupil Tuition Revenue	778,000	2,138,000	2,202,000	2,268,000	2,336,000
Student Entitlements (Hull = 23%)	179,000	492,000	507,000	522,000	538,000
Grants	0	0	0	0	0
<b>TOTAL REVENUES</b>	<b>957,000</b>	<b>2,630,000</b>	<b>2,709,000</b>	<b>2,790,000</b>	<b>2,874,000</b>
<b>EXPENSES</b>					
<i>Direct Student Costs:</i>					
Transportation (Not AM & early PM Hull	28,000	50,000	60,000	80,000	90,000
Supplies (\$100 per student)	15,000	40,000	40,000	40,000	40,000
Computers and Materials	20,000	100,000	100,000	100,000	90,000
Field Study (Proj/Colleges/Field Trips)	15,000	100,000	100,000	100,000	100,000
Insurance Expense (Public Liability, Um	15,000	45,000	50,000	55,000	60,000
<b>Total Direct Student Costs</b>	<b>93,000</b>	<b>335,000</b>	<b>350,000</b>	<b>375,000</b>	<b>380,000</b>
<i>Personnel: Nurse &amp; Doctor</i>	20,000	25,000	30,000	35,000	40,000
Salaries - Headmaster & CEO	68,000	72,000	76,000	80,000	84,000
Salaries - Teachers (Full-Time)	180,000	303,000	324,000	344,000	363,000
Salaries - Teachers (Part-Time)	343,000	864,000	967,000	1,070,000	1,173,000
Salaries - Parent Community Coordtr	20,000	27,000	30,000	33,000	36,000
Salaries - Secretaries	22,000	44,000	48,000	52,000	56,000
Salaries - Custodians	15,000	17,000	19,000	21,000	23,000
Salaries - Substitute Teachers	5,000	10,000	15,000	20,000	25,000
Benefits - Teachers (20% Full Time Onl	50,000	75,000	80,000	85,000	89,000
Benefits - Other ( Workers Comp.)	15,000	34,000	37,000	41,000	45,000
Staff Professional Development	0	20,000	25,000	30,000	35,000
<b>Total Personnel</b>	<b>738,000</b>	<b>1,491,000</b>	<b>1,651,000</b>	<b>1,811,000</b>	<b>1,969,000</b>
<i>Occupancy: Furnishings</i>	15,000	20,000	10,000	5,000	5,000
Rent (Including Heat)	25,000	75,000	80,000	75,000	45,000
Mortgage (Campus Development)	0	190,000	235,000	85,000	45,000
Maintenance	7,000	20,000	23,000	26,000	29,000
Utilities	5,000	45,000	50,000	55,000	60,000
Janitorial Supplies	7,000	15,000	20,000	25,000	25,000
<b>Total Occupancy</b>	<b>59,000</b>	<b>365,000</b>	<b>418,000</b>	<b>271,000</b>	<b>209,000</b>
<i>Office:</i>					
Supplies	3,000	8,000	15,000	20,000	25,000
Equipment Rental & Maintenance	5,000	20,000	25,000	30,000	30,000
Telephone/Communications	5,000	14,000	18,000	22,000	25,000
Accounting & Payroll (Incl. Audit)	11,000	14,000	20,000	24,000	28,000
Printing & Copying	2,500	8,000	10,000	15,000	19,000
Postage & Shipping	2,500	8,000	10,000	15,000	19,000
<b>Total Office</b>	<b>29,000</b>	<b>72,000</b>	<b>98,000</b>	<b>126,000</b>	<b>146,000</b>
<i>Other: Student Stipends/Projects</i>	0	75,000	75,000	75,000	25,000
Travel (Class Trips To Partners)	5,000	15,000	20,000	25,000	30,000
Misc.:D&O Ins/Staff Bonus/Man. Cons.	30,000	65,000	75,000	85,000	95,000
Legal	3,000	5,000	7,000	9,000	10,000
Start-Up Debt Amortization	0	191,000	0	0	0
<b>Total Other</b>	<b>38,000</b>	<b>351,000</b>	<b>177,000</b>	<b>194,000</b>	<b>160,000</b>
<b>TOTAL EXPENSES</b>	<b>957,000</b>	<b>2,614,000</b>	<b>2,694,000</b>	<b>2,777,000</b>	<b>2,864,000</b>
<b>EXCESS (DEFICIENCY)</b>	<b>0</b>	<b>16,000</b>	<b>15,000</b>	<b>13,000</b>	<b>10,000</b>
<b>BEGINNING FUND BALANCE</b>	<b>0</b>	<b>0</b>	<b>16,000</b>	<b>31,000</b>	<b>44,000</b>
<b>ENDING FUND BALANCE</b>	<b>0</b>	<b>16,000</b>	<b>31,000</b>	<b>44,000</b>	<b>54,000</b>



# *South Shore Charter School 5 Year Operating Budget*

DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Salaries - Paraprofessionals (If Grants)	84,500	97,500	103,500	111,000	119,000
<b>Budget Assumptions As Of 10/24/94</b>					
<b>Management Clarifications</b>					
Paraprofessional line is to pay for Development contractor and is only funded out of grants and since no grant income is included neither is this expense line.					
This budget draft includes assumption of a "development department" (paraprofessionals lines) who are paid from grant funds only. Costs may increase some based on success.					
This budget does not include any funds for Dovetail's lost income due to the present political friction.					
This budget does not include any management fee for Dovetail's development of the educational process and proposal.					
<b>Facilities Notes</b>					
Long range plan is to develop a campus in Hull jointly with colleges.					
Building/land acquisitions for Construction projects will be primarily grant funded.					
Development of the new campus will be primarily out of grant revenues.					
The Campus Development line reflects this budget's contingency.					
Campus Development may end up being to acquire an existing building.					
<b>Other Budget Details</b>					
Budget assumes a student-to-staff ratio of 1:14.					
Lunches' income from students and State and expenses not included.					
Extracurriculars' (sports, drama, Saturday & vacation school) income and expenses not included.					
Student Stipends for projects will be primarily grant funded.					
Violence prevention projects will be grant funded.					
Student entitlement income is based on experience of the Hull Pubic Schools: 23%.					
Salary benefits are based on the costs at the traditional public schools.					
Special Education transportation provided by the sending community.					
Morning and afternoon student transportation in Hull will be by Hull Public Schools.					
This budget reflects higher telephone for computer connections internationally.					
Debt may be reduced more rapidly if additional grants are received.					
We hope to raise grant funds to cover some of the costs of the extended day, week, and year.					

# *South Shore Charter School 5 Year Staffing*

<b>Draft 5 Year Budget Staffing Work Sheet</b>	<b>FY1995 Year 0</b>	<b>FY1996 Year 1</b>	<b>FY1997 Year 2</b>	<b>FY1998 Year 3</b>	<b>FY1999 Year 4</b>	<b>FY2000 Year 5</b>
# of In-School Primary Studen	0	42	100	100	100	100
# of In-School Second. Stude	0	108	300	300	300	300
<b>Headmaster / CEO</b>	<b>48,000</b>	<b>68,000</b>	<b>72,000</b>	<b>76,000</b>	<b>80,000</b>	<b>84,000</b>
Secondary School Head Teac	0	50,000	53,000	56,000	59,000	62,000
Primary School Head Teacher	6,750	55,000	57,000	59,000	61,000	63,000
Elementary Teacher	0	40,000	43,000	46,000	48,000	50,000
Elementary Teacher	0	35,000	37,000	40,000	43,000	46,000
Elementary Teacher	0	0	23,000	26,000	28,000	30,000
Elementary Teacher	0	0	35,000	37,000	40,000	43,000
Elementary Teacher	0	0	20,000	23,000	26,000	28,000
Elementary Teacher	0	0	35,000	37,000	39,000	41,000
<b>Teachers (Full Time)</b>	<b>6,750</b>	<b>180,000</b>	<b>303,000</b>	<b>324,000</b>	<b>344,000</b>	<b>363,000</b>
P-T Guidance Counselors	0	18,000	30,000	42,000	54,000	66,000
P-T Curriculum Coordinator	12,000	28,000	36,000	38,000	40,000	42,000
P-T Environment Teachers 1	3,000	25,000	27,000	29,000	31,000	33,000
P-T Environment Teachers 2	0	0	25,000	27,000	29,000	31,000
P-T Environment Teachers 3	0	0	25,000	27,000	29,000	31,000
Entrepreneurship Teachers 1	2,250	25,000	27,000	29,000	31,000	33,000
Entrepreneurship Teachers 2	0	0	25,000	27,000	29,000	31,000
Entrepreneurship Teachers 3	0	0	25,000	27,000	29,000	31,000
Communication Teachers 1	1,500	25,000	27,000	29,000	31,000	33,000
Communication Teachers 2	0	0	25,000	27,000	29,000	31,000
Communication Teachers 3	0	0	25,000	27,000	29,000	31,000
Human Service Teachers 1	2,000	25,000	27,000	29,000	31,000	33,000
Human Service Teachers 2	0	0	25,000	27,000	29,000	31,000
Human Service Teachers 3	0	0	25,000	27,000	29,000	31,000
P-T Math Teachers	2,000	15,000	30,000	35,000	40,000	45,000
P-T Science Teachers	2,000	15,000	30,000	35,000	40,000	45,000
P-T Social Studies Teachers	2,000	15,000	30,000	35,000	40,000	45,000
P-T English Teachers	2,000	15,000	30,000	35,000	40,000	45,000
P-T Foreign Language Teach	500	15,000	30,000	35,000	40,000	45,000
P-T Health Teachers	0	15,000	30,000	35,000	40,000	45,000
P-T Fitness Teachers	0	25,000	30,000	35,000	40,000	45,000
P-T Rowing Teachers	0	15,000	20,000	25,000	30,000	35,000
P-T Arts Teachers	0	15,000	20,000	25,000	30,000	35,000
Project Leaders/Resources	0	20,000	160,000	170,000	180,000	190,000
P-T Special Needs Teachers	0	32,000	80,000	90,000	100,000	110,000
<b>Teachers (Part-Time)</b>	<b>29,250</b>	<b>343,000</b>	<b>864,000</b>	<b>967,000</b>	<b>1,070,000</b>	<b>1,173,000</b>
P-T Parent/Comm. Coord.	0	20,000	27,000	30,000	33,000	36,000
Office Manager	0	22,000	24,000	26,000	28,000	30,000
Secretary	0	0	20,000	22,000	24,000	26,000
Secretaries	0	22,000	44,000	48,000	52,000	56,000
Custodian(s)	0	15,000	17,000	19,000	21,000	23,000



# *South Shore Charter School 5 Year Staffing*

<b>Practice Teachers (Subs)</b>	<b>0</b>	<b>5,000</b>	<b>10,000</b>	<b>15,000</b>	<b>20,000</b>	<b>25,000</b>
<b>Nurse &amp; Doctor</b>	<b>0</b>	<b>20,000</b>	<b>25,000</b>	<b>30,000</b>	<b>35,000</b>	<b>40,000</b>
<b>Staff Development</b>	<b>0</b>	<b>0</b>	<b>20,000</b>	<b>25,000</b>	<b>30,000</b>	<b>35,000</b>
<b>Benefits - Teachers (20% Fu</b>	<b>0</b>	<b>50,000</b>	<b>75,000</b>	<b>80,000</b>	<b>85,000</b>	<b>89,000</b>
<b>Benefits - Other 3.5% ( Work</b>	<b>0</b>	<b>15,000</b>	<b>34,000</b>	<b>37,000</b>	<b>41,000</b>	<b>45,000</b>
<b>Personnel Subtotal</b>	<b>84,000</b>	<b>738,000</b>	<b>1,491,000</b>	<b>1,651,000</b>	<b>1,811,000</b>	<b>1,969,000</b>
10/24/94						
The following expenses are grant funded only under agreement with the Development contractor.						
Initially, this role will be played by Dovetail Consulting.						
Program Developer	12,000	32,500	34,000	35,500	37,000	39,500
Program Developer 2	2,000	10,000	12,000	13,000	13,000	14,000
Enrichment/Incubator Proj.	13,000	14,000	15,000	16,000	17,000	18,000
Corporate Sponsor Recruiter	5,000	10,000	11,000	12,000	13,000	14,000
Funder Researcher	2,000	2,000	2,500	3,000	3,000	3,500
Grant Writer	7,000	11,000	12,000	12,000	14,000	15,000
Business Recruiter	3,000	9,000	11,000	12,000	14,000	15,000
Curriculum/Financial/Recruit.	7,000	0	0	0	0	0
<b>Paraprofessionals</b>	<b>51,000</b>	<b>88,500</b>	<b>97,500</b>	<b>103,500</b>	<b>111,000</b>	<b>119,000</b>



## Coaches For Organizational Change

Since 1983, nearly 300 corporate public affairs departments, foundations, nonprofit organizations, trade associations, schools, and government agencies have come to Dovetail Consulting because of our reputation as a change catalyst. Our seventeen consultants specialize in strategic planning, program development, and fund raising. Dovetail works with clients in ways that make each component of each client's overall strategic plan complement the others. We assess, strengthen and integrate.

Though we use three names for what we do -- program development, strategic planning and fund raising -- each of these functions is so intimately related to the others that they are best addressed together. A fund raising campaign has much more certainty of success, for example, if it rests on a strong management structure; an individual program gets full organizational support if it responds to a clear mission; an organization grows and attracts support largely because people know what it does. Dovetail helps its clients to evaluate their situations and build strength in all these areas.

Organizations do not exist in a vacuum. Our broad experience with collaborative initiatives has often involved linking compatible clients to address shared challenges. We have often mediated between organizations as well as within them.

Our clients use Dovetail Consulting's seventeen consultants to help them to plan and succeed. We help each client expand its vision, sharpen its focus, implement change, grow and receive more credit and recognition for its accomplishments. We have helped corporations and foundations to give smarter, nonprofit organizations and start-up companies to spend smarter, and social service and educational institutions to serve smarter.

In all cases our priorities are integrating, mediating, collaborating, connecting -- in short, dovetailing. Our name reflects our greatest strength -- we creatively fit together the tailored pieces needed to respond to complex public issues in such a way that the pieces remain solidly together.



## Program Development

Do your constituency, customers, and funders understand your services and programs? Are there clear lines of communication between you and your community? How is your organization perceived, and how do these perceptions limit or leverage what you are able to accomplish? How does government impact your work? And most importantly, what can you do about the answers you get to these questions?

Program development should not be an afterthought. Creatively developing responsive programs can dramatically improve the way your organization functions and its capacity for growth. We have strong capacity in Charter Schools, gender bias, and multi-cultural issues.

### Sample Services

- ♦ Build strategies and partnerships on public issues
- ♦ Organize visible public meetings on policy or issues
- ♦ Generate publicity for your programs and their sponsors
- ♦ Strengthen public support and credibility for your programs
- ♦ Mediate among competing community interests

### Recent Consultancies

- ♦ Secured designation from the Massachusetts Secretary of Education to develop the South Shore Charter School.
- ♦ Developed a public policy document for a large human service agency to use in negotiating with a new state administration.
- ♦ Built a consortium of nonprofits to assist a developer in converting a large condominium to a senior life care use.
- ♦ Guided public relations professionals in the development of a communications plan for a major public/private partnership.
- ♦ Conducted a series of community focus groups to develop a community policing strategy for a major urban area.
- ♦ Guided a church committee in planning, designing, funding, and securing needed permits for a new \$2 million building.
- ♦ Developed a first advocacy agenda for a metropolitan nonprofit organization.

## Strategic Planning

Many of the clients of Dovetail Consulting have come to a point in their development when they feel the pressure for change. Perhaps they are growing more quickly than the organization's infrastructure can support, or it has not been in the anticipated direction. Planning is the most appropriate and difficult response to such organizational tension. In most cases, an outside perspective can make it possible to see innovative solutions to old challenges. This outside voice can also be an objective pace-setter, mediator, coach, honest evaluator and catalyst.

### Sample Services

- ♦ Strengthen all or part of your strategic plan
- ♦ Coach leaders and staff in managing needed changes
- ♦ Evaluate management and program effectiveness
- ♦ Reposition organization to respond to fiscal crisis
- ♦ Reorganize to better reach your mission

### Recent Consultancies

- ♦ Guided a group of 50 public school superintendents in refocusing the strategic plan for their trade association.
- ♦ Developed and coached the implementation of a strategic plan for a total renaissance of a troubled public school district.
- ♦ Worked with a mid-sized arts group to complete an annual update of their strategic plan and fund raising strategy.
- ♦ Developed a program for a major human service organization to replace client services cut due to decreased state funds.
- ♦ Created and guided a successful plan to recruit 80 companies to help improve the managers of a major city's government.
- ♦ Developed a business plan for fashion designers from the Ivory Coast interested in selling their products in the US.
- ♦ Surveyed members of regional trade associations to shape new plans for more aggressive roles in public policy.



## **Fund Raising**

Fund raising is an increasingly expensive, and necessary, component in the lives of most nonprofits and many businesses. Approaching fund raising strategically ensures that it reflects your organization's mission and character. It also targets and attracts the most support with the least drain. This challenging part of administration and planning demands support from every part of your organization - board, staff, financial supporters, investors, clients, and/or audience. Each group must be moved if fund raising plans are to succeed. This is accomplished by reaching them with a broad range of information. Dovetail helps its clients put these pieces in place, and then go on to make and implement fund raising plans that work.

### **Sample Services**

- ♦ Create fund raising and cause-marketing strategies
- ♦ Build programmatic vision and budgets
- ♦ Write proposals for foundation, corporate, and government grants and support materials
- ♦ Implement fund raising events
- ♦ Conduct evaluations of prior fund raising strategies

### **Recent Consultancies**

- ♦ Designed a plan for a department of a major educational institution to develop a corporate sponsorship program.
- ♦ Coached the new fund raising staff of a statewide arts and education organization.
- ♦ Developed and implemented the capital and programmatic fund raising campaigns for a park and environmental field lab.
- ♦ Drafted successful federal grant proposals for a city's drug prevention programs involving the efforts of many organizations.
- ♦ Guided team efforts in successfully soliciting hundreds of grants and donations, including a government grant for \$5 million, two foundation grants for \$500,000, and an individual gift of \$100,000.
- ♦ Developed program for and drafted successful \$485,000 Massachusetts Small Cities Program proposal for a municipality.

## Current Dovetail Consultants

Timothy Anderson, **PRESIDENT**, has served as President of Boston Harbor Associates and of the Massachusetts Cultural Alliance. He was the New England chief of staff for the National Alliance of Business, Director of Boston's zoos, Founder & Director of the *Hull Environment & Service Corps*, and on the staffs of Ralph Nader, Tip O'Neill, Ted Kennedy, and Jimmy Carter. He is Chair & Headmaster of the South Shore Charter School, Community Service Counsel to the National Academy Foundation, and Managing Director of the Hull Council for Business and Cultural Development.

Pamela Cooney, **VICE PRESIDENT**, was the Director of Planning for the Boston Parks and Recreation Department, Program Developer and Grants Officer for the Boston offices of: Intergovernmental Relations, Community Schools, and Cultural Affairs. She chairs Hull's Community Schools Program and chaired the Hull Main Street Association. She was an officer of the Hull Redevelopment Authority and of the Hull Design Review Board. She is active in the PTO and has an MBA from Boston University.

Jananne Cannon, **VICE PRESIDENT**, was the Director of the Management Development Center for Suffolk University and Assistant Director of the Management Development Center at Northeastern University. She is a specialist in public/private partnerships, apprenticeships, and school-to-work transition.

### Consultants

- Sidney J. Brien, Miami
- Marjorie L. Freundlich
- Elaine Hackney
- Diane Halperin
- Catherine Hammond
- Kate Hickok
- Stephen R. Hunt
- Diane J. Johnson
- Barbara C. Lyon
- Sophie Pirie, San Francisco
- Sharon Pywell
- Paul Rathbun
- Regina Harte Ryan
- Leslie Long Sawin
- Evaluation & Planning
- Organizational Devel. & Gender Bias
- Cause Marketing
- Grantsmanship & Program Design
- National Funder Research & Planning
- Media Productions
- Project Management & Public Affairs
- Organizational Development
- Public Affairs Research & Logistics
- Leadership Development
- Proposal/Brochure Writing & Planning
- Fund Raising & Corporate Relations
- Public Relations
- Strategic Planning & Training

### Joint Venture Partners

- Focus Associates
- K. Ladd Ward + Co.
- Planners Collaborative
- QL Consultants
- Saint Communications
- Sandcastle Associates
- Human Resources & Curriculum Development
- Market Survey Research
- Planning & Public Participation
- Meeting Facilitation
- Public Relations, Publicity & Press
- Facility Development & Management



## Selected Dovetail Clients

### Business

Horizons Life Care Community  
Hull Council for Business Devel.  
The Boston Globe Foundation  
State Street Bank + Trust Co.

Boston Management Consortium  
Conran Roche (Scotland)  
Meh International Fashion  
The Boston Globe Newspaper

### Government

Mass. Dept. of Public Health  
City of Brockton  
City of Boston  
Town of Hull

Mass. Department of Education  
Boston Police Department  
The Lowell Plan  
Nat. Endowment for Humanities

### Health

Neponset Health Center  
Carney Hospital  
Mass. Assoc. of Health Boards  
Geiger-Gibson Health Center

East Boston Neighborhood Health Center  
Mass. League of Community Health Centers  
Fenway Community Health Center  
The University Hospital

### Education

Boston Public Schools  
Burlington Public Schools  
Brockton Public Schools  
National Academy Foundation

South Shore Educational Collaborative  
Hingham Education Foundation  
SE Mass. Superintendents' Center  
Wentworth Institute of Technology

### Human Service

Boston Children of War  
Roxbury Multi-Service Center  
Cambridge Family + Children Serv.  
Fund for the Homeless

Catholic Charities of Boston  
South Shore Elder Services  
Project Turnabout  
Brockton's Mayor's Office

### Culture

Arts In Progress  
National Endowment for the Humanities  
Mass. High School Drama Guild  
Archaeological Institute of America

Very Special Arts Massachusetts  
Tugboat LUNA Preservation Society  
Boston Opera Theater  
The Boston Dance Umbrella

### Environment

National Zoological Park  
Boston Parks and Recreation  
Save the Harbor / Save the Bay  
Boston Voyages in Learning

Boston GreenSpace Alliance  
New England Wildlife Center  
Boston Natural Areas Fund  
Environmental Lobby of Massachusetts

## **Selected Education Clients 1983 - 1994**

- Action for Boston Community Development
- Arts in Progress, Institute for Education Through the Arts
- Blue Ice, Antarctica for the Children
- Boston English High School - Fenway Program & Harvard Collaboration
- Boston Private Industry Council
- Boston Public Schools / Boston Educational Development Foundation
- Boston Urban Youth Foundation
- Boston University School of Communication
- Boston Voyages in Learning
- Brockton Public Schools
- Burlington Public Schools
- Eastern Massachusetts Foreign Language Administrators
- Educational Equality Project - Foreign Language Teachers
- The Farm School
- Fit for Success
- The Harvard Crimson
- Harvard Graduate School of Education - English H.S. Collaborative
- Hingham Education Foundation
- Hull Public Schools
- "I Have A Dream" - Boston, Inc.
- IMPACT II - The Teachers' Network
- Information Center for Individuals with Disabilities
- International School of America - International Honors Program
- Quest ! (Math & Science Publishing)
- Learning Disabilities Network
- Mashpee Public Schools
- Massachusetts Department of Education - Homeless Education & PALMS
- Massachusetts High School Drama Guild
- Massachusetts Pre-Engineering Program
- Massachusetts State High School Science Fair
- Massachusetts Institute of Technology: PALMS/Communications Consortium
- National Academy Foundation
- National Coordinating Council of Educational Opportunity Associations
- New England Center for Autism / Efficacy Research Institute
- Norfolk Student Alliance Against Racism/Ma. Youth Action Network
- Perkins School for the Blind / Perkins Project With Industry
- Quincy Public Schools: Bernazzani School
- School Volunteers of Boston, Boston Partners in Education
- SEA HULL, Hull Local Education Foundation
- Southeastern Massachusetts Superintendents' Center
- South Shore Charter School, Inc.
- South Shore Educational Collaborative
- Thomas Jefferson Forum
- Training, Inc.
- Very Special Arts Massachusetts
- Wentworth Institute of Technology
- Whitman-Hanson Regional School District
- Women's Technical Institute



## Timothy Anderson

936 Nantasket Avenue  
Hull, Massachusetts 02045  
617-925-3078

### RECENT PROFESSIONAL EXPERIENCE

#### **President**

Dovetail Consulting

July 1983 to Present

Heads a seventeen-person management consulting company that specializes in the areas of public affairs, strategic planning, and fund raising. The company has provided training, strategy, coaching and implementation to nearly 300 businesses, government agencies, school districts, and nonprofit organizations. Skill areas include:

- Strategic Planning
- Managing Change
- Board Development
- Private Fund Raising
- Meeting Facilitation
- Desk Top Publishing
- Mediation of Problems
- Government Grantsmanship
- Strategic Repositioning / Visioning
- Writing and Presentations
- Public / Private Partnerships
- Program Development & Evaluation
- Gender Bias and Multicultural Issues
- Videotape Production / Editing
- Board / Staff Leadership Coaching
- Publicity for Accomplishments

Acted as co-founder of the following successful organizations and initiatives: the South Shore Charter School; Boston Business Volunteers for the Arts; Boston Management Consortium; Boston GreenSpace Alliance; Business Alliance for the Harbor; Massachusetts Cultural Agenda; Hull Environmental High School; ArtsCoop; Massachusetts Volunteer Network; Alliance for Boston Harbor Action; Hull Elder Access Coalition; Weir River Estuary Park and Field Lab; Hull Partners in Education; Massachusetts Youth Action Network; the Hull Senior Thesis program, *Hull Environment & Service Corps*, the environmental focus for a cycle of the Carol Goldberg Seminars; the first Boston Recreation Conference; and the "Share Our Commonwealth", Boston Adopt-a-Statue, and Franklin Park Centennial campaigns.

#### **New England Vice President**

National Alliance of Business

February 1981 to July 1983

Responsible for the New England operations of this national business organization. Managed professional staff in the development of a wide array of professional services designed to strengthen 26 local Private Industry Councils in all areas of nonprofit management. Diversified the funding of the agency through mass mail solicitations, grant procurement, conferences, corporate and foundation fundraising, and fee-for-service contracts from several Private Industry Councils, universities, state, county, and city governments. Raised more than twice the revenues of any of the ten other regional offices. Recruited New England businesses through all forms of media to participate in employment and training programs for the unemployed.

Served as the private administrator for two publicly owned zoos. Guided the 40 - 70 private staff in the management of the zoos, and in the planning and development of a \$30 million innovative new zoo. Successfully developed and maintained a network of staff, boards, committees, community organizations, fundraising sources, and public officials necessary to build the first phase of the new zoo. Acted as the primary spokesperson and fund-raiser for the zoos. Guided the raising of \$ 18 million in public and private funds.

### **OTHER PROFESSIONAL EXPERIENCE**

• Headmaster & CEO	1994-	South Shore Charter School, Inc.
• Comm. Service Counsel	1994-	National Academy Foundation, NYC
• Managing Director	1994-	Blue Ice International, Washington, D.C.
• President	1991-	Nonprofit Properties
• Managing Director	1988-	Hull Council for Business and Cultural Dev.
• Special Projects Dir.	1993-94	South Shore Educational Collaborative
• Director	1992-94	<i>Hull Environment &amp; Service Corps</i>
• Ecology Coordinator	1992-93	Hull Public Schools
• Public Affairs Counsel	1989-92	Ryan Communications, Inc.
• President (Paid)	1983-87	The Boston Harbor Associates
• Consultant	1978-79	National Endowment for the Humanities
• Associate Director	1974-76	Boston Zoological Society
• Reg.Field Coordinator	1976	Jimmy Carter for President Campaign
• District Coordinator	1974	Senator Edward M. Kennedy Campaign
• Education Consultant	1973-74	E.F.Shelly Co.: US Office of Education
• Research Assistant	1973	Office of Congressman Thomas O'Neill
• Researcher	1972	Ralph Nader's Congress Project
• Staff Assistant	1970	Boston College President's Office

### **ACADEMIC BACKGROUND**

Boston College, 1969 - 1973, BA, cum laude, Honors Program, Presidential Scholarship, President of Undergraduate Student Government

### **AWARDS**

• Superintendent's Leadership Award	Hull Public Schools	1992
• Leadership Award	Boston Management Consortium	1992
• Mayor's Certificate of Recognition	City of Boston	1992
• President's Award	Massachusetts Cultural Alliance	1989
• John Ames Award	The Boston Harbor Association	1987
• Leadership Award	Franklin Park Coalition	1987
• Leadership Award	Massachusetts Cultural Alliance	1986
• Leadership Commendation	National Alliance of Business	1983
• Community Service Award	Girl Scouts of Greater Boston	1978



## Timothy Anderson

### VOLUNTEER COMMUNITY SERVICE

#### Education

Chair	94-	South Shore Charter School, Inc.
Member	92-	Quincy College Water Treatment Program Advisory Comm.
Chair	92-94	Hull Partners in Education
Member	92-93	South Shore Business-School Partnership Committee
Chair	90-93	Hull Environmental High School Advisory Board
Member	92-93	Hull Technology Intermediate School Advisory Board
Member	90-92	Boston College Fund Committee
Member	90-91	Development Committee, Hull Public Schools
Member	1990	Evaluation Committee, Hull Public Schools
Member	1987	Reading Is Fundamental Committee of Fidelity Investments
Treasurer	79-83	Madison Park Community School Council
Member	75-80	Cultural Education Collaborative Program Comm.

#### Employment and Training

Director	92-94	South Coastal Regional Employment Board
Member	92-94	Ed. Committee, South Coastal Regional Employment Board
Member	1983	New England Training + Employment Council TA Comm.
Member	82-83	Department of Labor Management Assistance Group
Member	1982	Boston Jobs Collaborative, Boston P.I.C.
Member	81-82	CEDAC-Boston Private Industry Council Advisory Comm.

#### Youth Services

Volunteer	85-93	Massachusetts Youth Leadership Seminar
Director	90-92	Boston-Children of War
Chair	90-92	Fund Raising Committee, Boston-Children of War
Vice Pres.	87-88	Massachusetts Youth Leadership Foundation
Member	82-87	Boston Big Brother Association Advisory Board

#### Community Development

Clerk	88-	Hull Council for Business and Cultural Development
President	88-	W. Seavey Joyce, S.J. Community Service Award
Chair	93-94	Hull Community Vans Committee
Member	88-93	Administration Committee, St. Mary's Parish, Hull
Teacher	1992	Religious Education, St. Mary's Parish, Hull
Member	1992	Mayor Flynn's Customer Services Task Force
Chair	91-92	Development Comm., Boston Management Consortium
Member	90-92	Advisory Council, Boston Management Consortium
Chair	90-91	PR Committee, Boston Management Consortium
Chair	88-91	Administration Committee, St. Mary's Parish, Hull
Vice Chair	87-88	Community Life SubCommittee, Mass. Blueprint 2000
Member	84-85	Massachusetts Society of Fundraising Executives
Member	1982	Governor's Private Sector Initiatives Task Force, Mass.

Director	81-82	Point Allerton Association Board, Hull
Member	78-81	Blue Hill Avenue Commission, City of Boston

### Elder Services

Chair	92-94	Hull Elder Access Coalition (So. Shore Elder Services)
Co-Chair	84-85	Ezra Merrill Seminars - Careers for Later Years
Member	84-85	Executive Service Corps

### Arts and Humanities

Member	93-	Advisory Board, Hull Lifesaving Museum
Co-Chair	92-93	South Shore Advocates for Arts, Sciences, Humanities
Trustee	80-92	Massachusetts Cultural Alliance
Member	89-90	Executive Comm., Business Volunteers for the Arts
President	87-89	Massachusetts Cultural Alliance
Co-Chair	85-88	ArtsCoop (Arts Service Group Forum)
Vice Pres.	85-86	The Artists Foundation
Trustee	84-86	The Artists Foundation
Vice Pres.	83-86	Massachusetts Cultural Alliance
Chair	1981	Nominating Committee, Mass. Cultural Alliance
Member	80-81	Ma. Council on the Arts + Humanities Advocacy Co.
Member	1979	American Assoc. of Museums-Local Arrangements Comm.

### Human Services

Member	90-	Alliance for Justice, Advocacy Forum
Director	91-93	Project Overcoat, Board of Directors
Member	1992	Communication Committee, Quincy Community Action
Member	1991	Project Overcoat, 1991 Benefit Committee
Director	89-90	Wellspring Multi-Service Center
Treasurer	81-83	Massachusetts Cultural Alliance

### Environment

Chair	92-	Friends of the Weir River Estuary
Trustee	82-88	The Boston Harbor Associates
Chair	1987	Franklin Park Coalition Nominating Committee
Treasurer	86-87	Save The Harbor/Save The Bay
Trustee	85-87	Save The Harbor/Save The Bay
Chair	84-87	Alliance for Boston Harbor Action
Trustee	84-87	Peddocks Island Trust
President	83-87	The Boston Harbor Associates
Vice Pres.	82-83	The Boston Harbor Associates
Incorporator	81-82	Boston Zoological Society
Member	79-81	Arnold Arboretum Education Committee
Clerk	79-81	Franklin Park Coalition
Clerk	78-81	Infinite Odyssey, Boston
Fellow	76-81	American Assoc. of Zoological Parks and Aquariums
Director	74-81	Franklin Park Coalition Board





## A Sample of Timothy Anderson's Role in Educational Reform

### The Hull Public Schools, Massachusetts

- Guided the 1989 planning process and drafted the 1st strategic plan that has guided the extensive administrative and curricular reforms in the Hull Public Schools;
- Helped form several of the theme schools' advisory boards. Since 1989, he has volunteered as the chair of the advisory board for the Environmental High School;
- Identified and secured several college, business, and nonprofit partners for the Hull Public Schools and for Hull's four individual theme schools. This includes a comprehensive partnership with Suffolk University;
- Worked with teachers to help them use new models and partnerships;
- Helped to develop the idea and programs for the Hull Community Schools;
- Secured regular school use of a private field lab along the Weir River Estuary;
- Developed and wrote several successful programmatic grants generating over \$585,490 for the Schools and trained staff and facilitated a grants team of teachers and administrators to identify, solicit, and track, potential funders;
- Developed and guides several project-based learning pilots to increase student excellence and motivation through projects on: distance learning, pollution studies, journalism, recycling, gerontology, Antarctica, access for people with disabilities;
- Developed and directed the Town's 1992 \$35,000 field research project on the pollution and midge infestation in Straits Pond involving adult and student volunteers as consultants under the guidance of eight research scientists;
- Developed and directs a new inter-generational pilot project with South Shore Elder Services and B.U. to recruit, train, and use student and adult volunteers to work with elders. He volunteers as the chair of the new Hull Elder Access Coalition;
- Developed a 1992 Career Day and the 1993 Senior Thesis program. He volunteered as the recruiter and manager of 80 volunteer adult professionals acting as mentors for Freshmen adjusting to high school and Seniors preparing their Senior Thesis;
- Developed and manages the *Hull Environment & Service Corps* on pond pollution, gerontology, horticulture, journalism, and access for people with disabilities; and
- Created the South Shore Charter School - Hull in 1994 to be a lab school in support of continued assistance with educational reform in the Hull Public Schools;

Counsel in Public Affairs, Fund Raising and Creative Management Strategies



**Summary Of Anderson's Fund Raising FOR Hull Students As Of 5/31/94  
Through Hull Public Schools or Its Local Educational Foundation:  
Hull Council For Business & Cultural Development, Inc.**

<b>7/1/89-6/31/90 SOURCES</b>	<b>GRANTS</b>
• Mass. Cultural Council: 1990	\$700
• Boston Globe Foundation: 1990 for Strategic Plan & Teachers	4,000
• Camp Dresser McKee: 1st Summer Environmental Institute 1990	1,000
<b>1990-1991 SOURCES</b>	
• Island Foundation I: Professional Development For Teachers in Environment	15,000
• Harold Brooks Foundation I: 1991 Weir Field Lab Preparation	10,000
• Talbots: 1991 Lab Preparation	100
<b>1991-1992 SOURCES</b>	
• Fund for Preservation of Wildlife and Natural Areas	5,000
• Island Foundation II: Professional Development For Teachers in Environment	20,000
• Town of Hull Midge Study Contract [Through Hull Public Schools] *	25,000
• Massachusetts Environmental Trust: Midge Community Education Program	10,000
<b>1992-1993 SOURCES</b>	
• Mass Bays Program: Friends of Weir River	1,150
• Mass. Bays Program: 3rd Environmental Institute [Thru Hull Public Schools] *	1,500
• South Shore Elder Services: Farnsworth Grant to Work with Hull Students	10,000
• Harold Brooks Foundation II: Straits Pond Study	10,000
• Town of Hull: Town Meeting: Straits Pond Study [Thru Hull Public Schools] *	5,000
• Herbert Waxler Trust: FOR 1992-93 Waxler Journalism Apprenticeship	7,500
• Executive Office of Elder Affairs: 1993 with SSES	5,000
• Mass. Community Service Commission: Corps [Thru Hull Public Schools] *	100,000
• Town of Hull: Recycling Center Operation	8,000
• Suffolk University 1993 Senior Thesis Scholarship	8,000
• Suffolk University up to 10 1993 Youth Corps Scholarship Matches	14,000
• Suffolk University 1993 Credit for up to 18 Waxler Apprentices (\$750 each)	13,500
• South Shore Elder Services: 1992 Curtis Grant (Partial)	5,000
• Hull Council For Business & Cultural Development Match	10,500
• Very Special Arts Corps Match	3,500
• Cohasset Public Schools: 1993 Straits Pond Study	1,000
• Town of Hull Small Cities Grant - Summer Community Schools	3,000
• Waxler Trust: FOR 1993 Waxler Video Journalism Program	8,000
<b>1993-1994 SOURCES</b>	
• Town of Cohasset: 1993 Straits Pond Study: Construction Materials & Probe	4,000
• Town of Hull Small Cities Grant: Meals for Disabled in Hull (SSES)	5,000
• Waxler Trust: FOR Journalism Apprentices I & II [Thru Hull Public Schools] *	14,000
• Mass Bays Program: Straits Pond [Through Hull Public Schools] *	1,500
• Parks and Recreation Commission: Recycling Center Staff	3,500
• Mass. Small Cities Program: Mini-Bus Operation	10,000
• Mass. Community Service Commission: Corps [Thru Hull Public Schools] *	145,000
• Mass. Cultural Council: Cultural Access Construction	7,400
• Assumption Greek Church, Cohasset Access Ramp Construction Match	3,500
• Town of Hull: Recycling Center Operations: Finance Committee	1,500
• Corps Direct Income: User Payments, 1,100 Fund Raisers, and 400 Fees	1,500
• Suffolk University Senior Thesis Scholarship	8,000
• Suffolk University 1994 4 Corps Matches and 17 Waxler Free Courses	20,750
• South Shore Elder Services In-Kind Match (Including Curtis)	3,000
• Hull Council For Business & Cultural Development Match	14,000
• Very Special Arts Corps In-Kind Match	3,500
• Hull Restaurants Meal Donations for Weekend Meals for Frail Elders	5,000
• Town of Hull Recycling Center Operated by Students	9,000
• Small Cities -1993 Economic Development Marketing of Hull by Students	17,670
• Russell Inc., BL Associates, Orion Research: Research Equipment Match	2,220
<b>TOTAL</b>	<b>\$585,490</b>

Does not include \$485,000 Small Cities grant nor Council's \$400,000 for Weir River Estuary Park.



## Newsmaker

Mon., April 16, 1990



Mary Lee/The Patriot Ledger  
Timothy Anderson is credited with being a catalyst in Hull affairs.

## Activist likes to play the role of mediator

By Carolyn Ryan  
The Patriot Ledger

**W**hen Boston College students held a seven-week strike in 1970, freshman Timothy Anderson was the one member of the strike tact committee appointed to keep talking with the administration.

While students occupied buildings and angrily protested over the Vietnam War, Kent State and the college's core curriculum, Anderson more quietly pressed their demands, acting as a mediator.

It's not unlike the role he now plays in Hull, bringing diverse residents together as they undertake some of the most dramatic changes the town has seen in years.

"That's what I like doing," he said. "Being the connective tissue, being the connector point."

Anderson, a consultant, was hired last fall to coordinate an effort by school administrators and parents to radically revamp the Hull school curriculum. He also heads the volunteer committee overseeing the controversial consolidation of the town's three Catholic churches.

In addition, Anderson, 39, has helped assemble a team of non-profit groups who want to convert the Horizons condominiums into an elderly life-care facility with developer Paul Townsend.

"He's a catalyst," said School Superintendent Claire Sheff. "He's the kind of person when you're with him, he prompts you to have creative thoughts. He makes you feel good about your ideas."

Anderson is a Chicago-area native who grew up attending a Jesuit high school during the city's racially troubled 1960s.

Even as a teenager, he tried to help solve problems. He joined "movement fighting real estate agents' tactics" keep Chicago neighborhoods segregated.

### Timothy Anderson

**Age:** 39  
**Home:** 936 Nantasket Ave., on Allerton Hill, Hull  
**Raised:** Chicago  
**Occupation:** President of Dovetail Consulting  
**Education:** Boston College  
**Family:** Wife, Pamela Cooney; two sons, Kyle, 2, Jaren, 6  
**Hobbies:** Racquetball, history

Anderson was drawn east to Boston College because of the school's Jesuit tradition of community service. After graduation, he worked at several places, including the National Endowment for the Humanities, the staff of U.S. Rep. Thomas P. "Tip" O'Neill, and the Boston Zoological Society.

He also participated in the activities of more than 30 community groups. In 1977, Anderson became a resident of Hull.

"Hull's like being a part of Boston, but there's also a real strong feeling of neighborhood here," Anderson said, gazing toward the Boston skyline from his Allerton Hill home.

Anderson and his wife, redevelopment authority member Pamela Cooney, created Dovetail Consultants in 1983, on the second floor of their 90-year-old, three-story home.

Cooney was pregnant, and the arrangement allowed them to stay near their children. They have two sons, Jaren, 6, and Kyle, 2. The consulting firm handles fund raising, planning and public affairs for educational businesses and non-profit institutions.

"I didn't want to continue having regular jobs, because the time to spend with your kids is so short," Anderson said.

As his sons grew, so did Anderson's community involvement. When Jaren entered kindergarten last fall, Anderson attended a speech given by School Superintendent Sheff.

A few months later Sheff hired Anderson to steer the restructuring of the schools' curriculum. He also serves as a parent volunteer on one of the committees working for change in the schools.

Anderson's local activism now includes serving on the board of directors of Wellspring, a food pantry and social service center in town. He also is director of the Hull Council for Business and Cultural Development, a group that helps raise money for local activities and organizations.

Anderson said he has decided to stay in Hull for the rest of his life. He predicts that in the next few years there will be an "explosion" of more residents becoming involved in efforts to foster arts, school improvement and pride in the town.

"Hull has incredible potential and resources, and incredible people" he said. "I've work really hard here to get things working."



# EDITORIAL

"Good things happen in Hull schools."

Such a simple statement, really, this motto inscribed on the cover of each *Jacobs Journal*, the elementary school's quarterly newsletter.

The problem is, to many Hull residents, it's just a slogan. They don't really believe that enough good things happen in Hull's schools — at least not consistently for a majority of children.

But good things are happening for Hull schools. School administrators have made so many changes for the upcoming year, many of which will be detailed in the newspaper over the next few weeks, that it's been difficult to track them all.

And there is a new planning team, comprised of about 35 people from every segment of the community, working to formulate goals for systemwide implementation over the next school year.

The second meeting of the planning team took place Tuesday night. School committee members, administrators, teachers, parents, businesspeople, members of civic organizations spent a steamy night in a middle school classroom trying to cull three major goals from the more than 100 suggested ones the team came up with at its initial meeting.

Even the meeting's facilitator, strategic planning consultant Tim Anderson, became passionate in describing his goals for the system. After all, Anderson will enter Hull schools next year.

His editor did not maintain a third-person presence, either. With two daughters in the system, there's too much at stake for such pretensions.

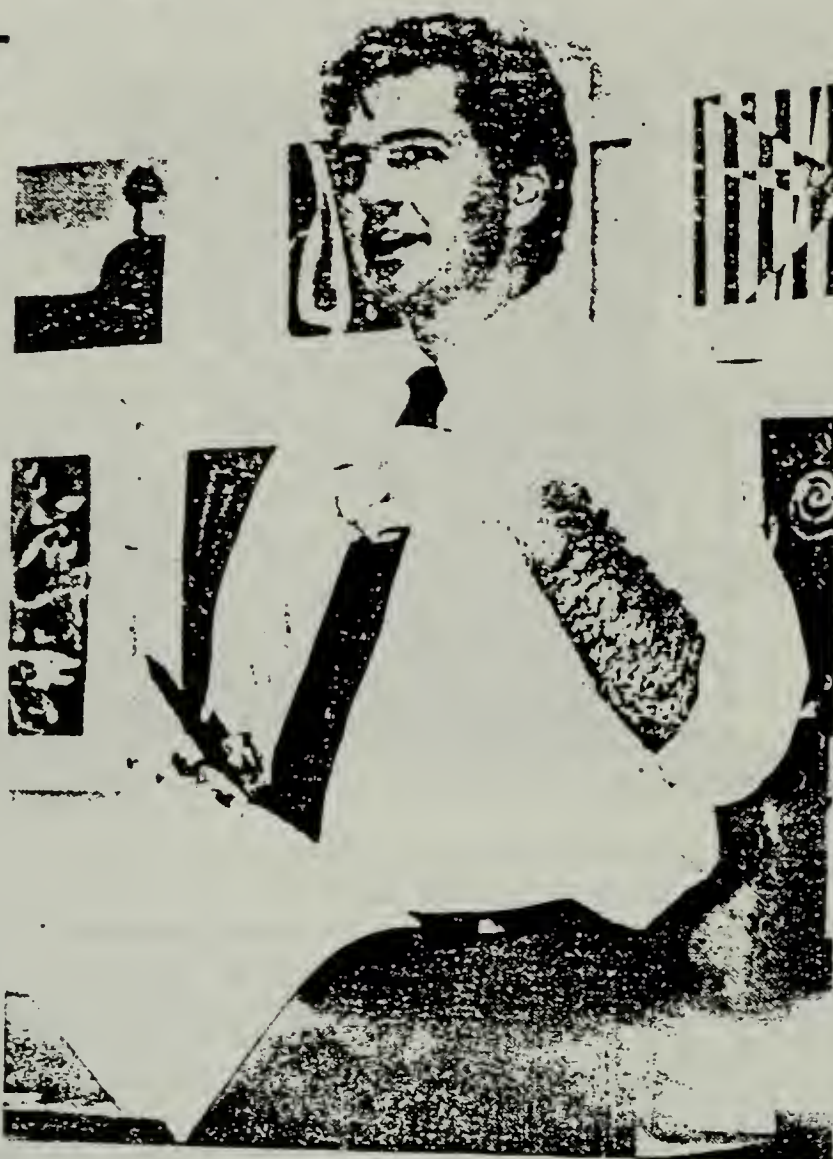
The planning team has already formulated its vision statement. It reads: "The mission of the Hull schools is to provide an education program of the highest quality that prepares each student to develop as an individual, to be a moral person, a fully responsible citizen and a productive member of society."

The three goals for this year, for which subcommittees of the planning team will begin to formulate strategies for their implementation, are these: to raise educational expectations — what we expect of students and staff; to develop an appropriate and relevant curriculum, including a new system of evaluating both teaching and learning; and to discover and make better use of external resources for local students.

That's a daunting list, yet those who are invested in the planning team are optimistic that they will succeed in defining and implementing their goals. For a school system that for too long paid lip service to academic excellence under an administration that lost its enthusiasm for challenge a decade ago, these are heady times.

After the long, bitter budget battles of the past few years, the school department is making great strides in its quest to "share ownership of the schools with the community, including full, regular involvement in development of strategic plans."

The skeptics may scoff, but we, like Superintendent Claire Sheff, "are excited by the process and the progress." ∞



Making his point — Consultant Tim Anderson led the school's planning team through their paces Tuesday night. (Ovans photo)

## Hull schools explore ways to improve

By Carolyn Ryan  
The Patriot Ledger

HULL — Parents, teachers and school officials are undertaking what they say will be a radical revamping of the town's public school system. They hope to introduce ideas such as forming a partnership with a nearby college or setting up theme schools to make Hull a model for other towns.

"There's this slumped shoulder thing about this town. ... If my kids can't come out of the Hull public schools and get to Harvard, I'm not going to leave them there," Timothy Anderson, a consultant who is coordinating the effort, said last night.

Anderson, who lives in Hull, urged the group to come up with "something jazzy, something better" to "pole vault" Hull schools over others.

Anderson was hired by the Hull Council for Business and Cultural Development. More than 100 suggestions from students, residents, principals and teachers are being studied.

"We don't know where this is going to go," said Superintendent Claire Sheff. "This is a unique experiment."

Much of the last night's discussion between parents and teachers focused on whether the group should strive to improve the learning environment or raise academic performance of individual students.

"I hate having as a major goal 'increasing performance,'" said Susan Ovans, editor of the *Hull Newsweekly*. "It makes the kids sound like robots." Other parents said students should be pushed to excel to the best of their abilities, not expected to get all As.

"I don't want to say anything to my child except the words, 'You can do and be anything you want to be,'" parent Collene Saunders said. "I don't think we should ever tell the kids what the limits are."

The group will split into smaller committees to work on three goals: raising educational expectations, motivations and morale, evaluating curriculum and instruction, and increasing community involvement.





D O V E T A I L  
c o n s u l t i n g

## Project-Based Learning Steps

1. Form work group of staff and external resources to develop project.
2. Design program around a direct connection to potential careers of each student.
3. Design projects around real community need/issue.
4. Summarize project-based learning pilot using the attached form.
5. Summarize the proposed seminar or apprenticeship topics for student recruitment.
6. Recruit and involve external instructors.
7. Seek external private funding.
8. Recruit teacher involvement as student liaison and student recruiters.
9. Involve external mentors with experience or expertise in apprenticeship area.  
They can also serve as "reality" judges for exhibitions of student mastery.
10. Arrange for external "real" credit or certification to reward students' mastery.
11. Manage pilot with school's administration.
12. Recruit student involvement (have appropriate teachers select finalists).
13. Follow a professional letter/resume/interview process for students to enter the program.
14. Involve students in design and management of program and projects.
15. Motivate students to keep up with academic assignments to stay in program.
16. Find ways to integrate experiential projects with the students' academic learning.
17. Secure public press coverage and means for public knowing of students' mastery.
18. Give free college credit upon successful completion.
19. Design multi-tiers to promote students as they progress.
20. Have students evaluate selves, instructors and improve next pilot.

1/17/94



D O V E T A I L  
c o n s u l t i n g

## 1994 Experiential Project Summary Form

Project Title: \_\_\_\_\_

Your Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Principal External Expert: \_\_\_\_\_ Funding Needed: \_\_\_\_\_

Participating Teacher(s): \_\_\_\_\_

Issue(s) to be Addressed: \_\_\_\_\_

Describe Exhibition of Mastery: \_\_\_\_\_

Connection with Work Place: \_\_\_\_\_

External Experts/Coaches/Partners: \_\_\_\_\_

Role for Community/Parents: \_\_\_\_\_

Method of Recruiting Students: \_\_\_\_\_

Describe Community Service Project(s): \_\_\_\_\_

Describe Community Education Aspect(s): \_\_\_\_\_

Describe Inclusion of Technology: \_\_\_\_\_

Recognition if Mastery is Exhibited: Yes ☐ No ☐ Certification: Yes ☐ No ☐

Preparatory Value(s): Life ☐ Jobs ☐ College ☐ Other: \_\_\_\_\_

Locale: Elective ☐ Integrated ☐ After School ☐ Comm. Schools ☐ Saturday School ☐

Courses: English \_\_\_ Math \_\_\_ Science \_\_\_ For. Lang \_\_\_ Soc. Study \_\_\_ Health \_\_\_ Art \_\_\_

Relation to Senior Year: Participate ☐ Thesis ☐ College Credit ☐ Other \_\_\_\_\_

Plan for Evaluation: \_\_\_\_\_

Plan for Dissemination of Findings: \_\_\_\_\_



# Hull mixes service, teaching with its own youth corps

By Michael Grunwald  
GLOBE STAFF



**HULL** - Superintendent Claire Sheff says there was a lofty side to her plan to focus Hull High School on the environment, a side that had something to do with adding excitement and relevance to the educational process, something to do with showing students that all learning is related, something to do with adapting to the future on an endangered planet.

There was also a practical side, Sheff acknowledges. A side that had everything to do with money. Sheff hoped an unusual approach to education would attract increased state and federal dollars to the financially strapped school.

This Tuesday, Hull High will launch its Youth Conservation and Service Corps, a project located directly at the intersection of the school's lofty and practical missions. Organizers say the program will teach students about gerontology, pollution control, construction and horticulture, about the value of cooperation, about the relevance of math, science and English skills. They add that the program will aid local residents, improve the environment and teach the students valuable lessons about public service.

As for the practical side, the state has provided Hull with a \$100,000 grant to get the program off the ground. Hull was the only town to receive such a grant.

The corps will consist of 10 Hull High students, at least five of them

economically disadvantaged, as well as three student research staffers who participated in a pilot program last year. Each crew member will work 20 hours a week for 34 weeks at \$3 an hour. Each will receive the option of accepting a \$3,400 scholarship to Suffolk University or a \$1,700 scholarship to another college after graduation.

Last year, the students in the pilot program helped complete a study of midge infestation and water pollution in Straits Pond and presented their findings to the Board of Selectmen. This year, corps members will conduct further field research to formulate a management plan for the pond. They will also repair homes of elderly residents of the South Shore, draft solutions to improve access to public facilities for individuals with

disabilities and plant beach grass to help stabilize the dune on Nantasket Beach.

"This isn't just academic stuff," said Tim Anderson, the chairman of Hull High's advisory board. "The touchstone of success isn't getting an A, but getting the selectmen to agree to follow your recommendations."

Sophomores Chad Wolfe and Laura Curran, veterans of last year's pilot program, will be paid staffers for the Straits Pond study.

"You learn a lot about leadership," Wolfe said. "And self-esteem. You have to believe in what you're saying. And you learn to work with a group."

Curran said her experience last year helped persuade her to pursue a career in environmental law.

"I had never thought about it before this," Curran said. "It really opened up a lot of options for me."

The program will involve dozens of adults from inside and outside the school. It will expose students to real-world issues of water pollution, beach erosion, elderly care and handicapped access. It will force students to use academic tools in a hands-on, nonacademic setting. It encourages cooperation among students. It is not being done anywhere else. The Hull school system is not paying for it.

In other words, it is a typical Hull High venture.

"It isn't traditional, but we don't do too many traditional things," Anderson said. "It's a different way for students to learn about the world around them. Hopefully, this will show them that they need to know math to analyze pollution statistics, they need to know how to write to make a solid presentation. A traditional academic setting doesn't always get that across."

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# At Hull High, real life is focus

## Innovative approaches used with environmental theme

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By Michael Grunwald  
GLOBE STAFF

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**H**ULL - Timothy Anderson looked at his list of thesis writers, the entire 90-member senior class at Hull Environmental High School. Then he looked at his list of thesis mentors, volunteers drawn from the local community. Then he looked back at his list of thesis writers. And he grimaced.

"We've got three kids who want to write about rain forests," said Anderson, chairman of the school's advisory board. "I'm just worried about finding someone who knows more about rain forests than they do."

Anderson's list of 65 potential advisers included environmental engineers, environmental lawyers, environmental program managers and environmental activists, but he still had a point. At Hull High, units on rain forests appear in science, English and social studies classes. This year, Spanish teacher Marylou Galluzzo has made *la selva* a yearlong theme. Math teachers use rain-forest depletion rates to demonstrate statistical analysis. There are even plans to turn a Hull High classroom into a miniature rain forest.

So it goes at Hull High, a public school where environmental issues pervade the curriculum, where learning bursts out of the classroom and into the real world, where students measure local water pollution and plant beach grass for pay and course credit. This is a school that educates to the beat of a different drummer.

"We do things differently here, and kids respond to that," said principal Robert McIntyre. He ticked off a few of the school's unusual qualities: A hands-on, project-based, interdisciplinary approach to learning. An overarching theme introducing students to the local (9th grade), regional (10th), national (11th) and global (12th) environment. An interactive relationship with the community.

"We're promoting awareness, not just of the environment, but of the outside world in general," McIntyre said. "And it's working."

...

The Hull High football field is on Pemberton Point, the  
HULL, Page SOUTH 5



# Environmental theme focuses on real life

■ HULL

Continued from Page SOUTH 1

western extremity of this peninsula town. On a windy day, a good field-goal kicker can drive a short attempt through the north end zone's uprights, over a graffiti-covered sea wall and into the bay.

It is a field on the brink, an apt metaphor for Hull High's predicament in 1988. That year, the town voted down three requests for a Proposition 2½ override to fund the school system, leaving newly hired Superintendent Claire Sheff without money for art courses, music courses, honors courses and sports.

After a turbulent first year marred by, in addition to budget woes, harassing phone calls to her home and eggs thrown at her car, Sheff outlined a radical new vision of thematic education for the school system in 1989. The Lillian M. Jacobs School, for grades 1-3, would focus on the arts. The Memorial Intermediate School, for grades 4-6, would concentrate on technology. Seventh and eighth graders would learn about "Great People, Great Works," and the high school would specialize in the environment.

"The idea was to unify the curriculum, to integrate the subject matter," said Edward Lynch, the high school curriculum coordinator. "The challenge for teachers was to help students see the related nature of all learning, the wholeness, the gestalt."

Initially, Sheff's vision was met with skepticism and even hostility, especially from teachers. But buoyed by favorable publicity as well as dramatic increases in state and federal grants, Sheff has generally succeeded in converting opponents into allies. This town is notorious for political tempests that rival Mother Nature's - most recently the overthrow of its municipal light board manager - but Sheff has managed to enjoy relatively smooth sailing.

"People sense that she has attacked serious problems with creative solutions, that something is finally working around here," said Anderson, a management consultant with two children in the school system. "And the system has reached out to the community, inviting outsiders like me into the educational process."

The high school's dropout rate has decreased from 7.1 percent in 1988 to 2.9 percent today, while col-



By 1990, Superintendent Claire Sheff had instituted an ocean rowing program for dropout risks; the dropout rate has been reduced to 2.9%.

lege attendance has increased from 53 to 60 percent. Sheff credits the school's teachers for adapting to the new format and improving it.

"I saw the environmental theme as a nontraditional approach we could implement in traditional ways," Sheff said. "But the teachers showed me that we needed to break down the walls of the school. We've brought the outside world into the school and exposed the students to the outside world, and that's made all the difference."

Anderson says the school gives students a crash course in Albert Einstein's definition of the environment: everything that is not themselves. They can participate in a journalism apprenticeship program, a classwide study of the proposed Boston Harbor outfall pipe culminating in a mock town meeting, an ocean rowing program for dropout risks, and a host of other hands-on programs not normally associated with secondary education.

"Kids don't like to just sit there and get lectured," said Joe Doniger, a science teacher participating in an ongoing study of pollution problems at nearby Straits Pond. "When they can go outside and touch things and relate what they're learning to the world around them, that's what they remember."

...

Anderson looked back at his list of thesis mentors. He and his committee had agreed upon advisers for seniors like Aubrey Cloutier ("new

bands and environmental consciousness") and Rosemaria Marascio ("using tourism to save the earth"), but Fabrizio Donato ("gang violence and forms of punishment") was posing a bit of a problem.

"Do we have someone in law enforcement or corrections?" asked Allan Viden, an English teacher.

"No," Anderson replied. "But we'll find one."

This is the inaugural year for Hull's senior thesis program, the only such program in the state. In lieu of a final exam in English, all 90 seniors will work with mentors from the local community on a topic of their own choosing, then submit a work of original research. The minimum length is five pages, but students are expected to write more.

There is an incentive to do so: Suffolk University has offered an \$8,000 scholarship over two years for the Hull senior who writes the best thesis relating to the global environment.

The thesis program contains all the elements of Hull's approach to learning: It is new, unorthodox, encourages students to think about real-world issues and introduces them to volunteers from the community.

Teachers were worried about initial student reaction to the assignment, but hardly a peep of protest has been heard.

"I think it's a great idea," said Scott Martin, who will write his thesis on the US auto industry. "When

we get to college, we're going to have to do this all the time."

...

A couple of years back, a group of freshmen helped reseed local clam beds. To Galluzzo, the Spanish teacher, the project was the essence of education with an environmental bent, a chance for ninth-graders to observe and promote rebirth in nature. "It was amazing, watching these renegade kids who raise hell in class, shoos seagulls away from baby clams," Galluzzo recalled.

The school's administrators like to talk about thematic education in the abstract, about the interconnectedness of academic disciplines, about gestalt. But all themes are not created equal, and Hull's focus on the environment is hardly accidental. Jutting into the water like a crooked arm, this town is surrounded by environmental dilemmas: barrier beach protection, water pollution, sewage treatment and more.

"We're not just trying to churn out environmental engineers," McIntyre said. "But I think there's a lot to be said for sending kids into the world with an understanding of these issues. Maybe they can effect real change."

School officials say Hull High still has a long way to go. College Board scores have risen from a mean of 805 to 854, out of a possible 1,600 points, during Sheff's tenure, but they still lag almost 50 points behind state and national means. The school has finally hired a full-time art teacher and a part-time music teacher, but the town's \$6.8 million schools budget remains far short of administrators' goals.

Still, by most accounts, the school has provided this much-maligned town with a resource that test scores and dollar totals cannot measure: hope.

Hull's unemployment rate topped 12 percent in November, against the state rate of 8.3 percent. The town's protective dune and sea walls were pummeled by last month's coastal storm, its coffers are dwindling, as always, and who knows who is running the light board this week. But at the end of the peninsula, as Anderson said, something is finally working.

"It's incredible how much work has been done in three years to get this school to begin to change," Anderson said. "But it's been worth it. I don't think anything can stop this school now."



LINDA D. BERES  
24 Douglas Ave. Extension  
Hull, Massachusetts 02045  
(617) 925-5693

OBJECTIVE: A responsible and challenging position in the field of Environmental Education where my extensive experience, coupled with a Master's Degree in Environmental Studies, would prove to be mutually beneficial.

QUALIFICATIONS:

- Ability to effectively communicate with persons on all levels.
- Experienced in project based, student centered education.
- Experience in dealing with local, state, and federal agencies.
- Graphic skills, including land use overlay mapping.
- Accustomed to training and directing other personnel.
- Sensitive to the problems and needs of others.
- Promote good public relations.

EDUCATION: Antioch University  
Antioch New England Graduate School  
M. S. T. Degree in Environmental Studies- 1982  
Concentration : Environmental Management, Education Theory and Quality, Geology, Law, Urban Land Use Planning.

Additional Studies:

Harvard University Extension Courses 1979-1982  
The Political Environment of Urban Public Management, Geology, Zoology, Humanities.  
Quincy Junior College 1978-1979  
Mathematics, Social Problems.  
Yale University 1970  
Series of Lectures by Famous Scientists.

CERTIFICATIONS:

State of Ohio, State of New Hampshire  
Teacher of Biology and Environmental Studies  
Secondary Level  
Commonwealth of Massachusetts  
Teacher of Biology- pending.  
Professional Association Diving Instructors  
SCUBA Diver.

PROFESSIONAL EXPERIENCE:

1991-present: PROJECT COORDINATOR, HULL ENVIRONMENT AND SERVICE CORPS.  
Hull Environmental High School

Responsibilities:

- Design, research and implement the Straits Pond Revitalization and Midge Control project.
- Design and implement a course in Ecological Theory which supports and enhances the projects field components.
- Train all students in field research methods, water quality analysis and midge population and ecology studies.



Linda D. Beres

- Help to design a system for mapping the results of our studies with the University of Massachusetts computer graphics department.
- Devise scientific methodology for project and implement quality assurance procedures for all studies.
- Direct and conduct all field research; oversee data compilation and analysis.
- Help to design and implement a survey of residents of the neighborhood of Straits Pond for the purpose of determining which methods of pond management will be most acceptable to the community.
- Implement a series of community workshops to educate the public about the project.
- Guide students in their preparation of reports to the Selectmen of the town of Hull, assist Director in writing his report.

1989: CO-TEACHER  
Hull Environmental High School Summer Institute

Responsibilities:

- Designed and implemented a two week course on Hull's coastal environment for students aged 10-14.

1986- 1990: Member of Mass. Water Resources Advisory Board  
(appointed by Governor)

Represented state environmental interests and fisheries.

1982- 1991: Member of Coastal Resources Advisory Board  
(appointed by Governor)

CRAB is the advisory board to MCZM and is concerned with setting state coastal policy.

1989- 1991 Vice Chairman  
1986- 1989 Chairman of CRAB review of MCZM  
1986-1987 CRAB Representative to Chapter 91 Task Force  
1983- 1985 Harbor Planning Committee  
1982 Technical Assistance Committee

1979- Present: SHELLFISH WARDEN  
(appointed by Board of Selectmen)

Town of Hull, Massachusetts

Responsibilities:

- Management, Resource and Water Quality Assessment.
- Enforcement of State and Local Regulations.
- Interact with Coast Guard, DMF, DEM, CZM, DEP, MACC, CLS, Town Planning Board and Conservation Commission.
- Train, schedule and direct summer employees.
- Supervise volunteer workers.

Linda D. Beres

ENVIRONMENTAL CONSULTANT

Planning Board/Environmental Commission

Responsibilities:

-Provided overlay land use maps.

1987-1979

Audubon Society, Lincoln, Massachusetts

Hatherway Environmental Institute

Charles Roth, Director of Education

COMMUNITY COORDINATOR- Earth Corps Clubs

Responsibilities:

-Conducted search for sponsoring groups and potential leaders.

- Organized training workshops for volunteers.

- Supervised and directed leaders.

-Prepared environmental activities for junior participants.

-Developed strategies for funding.

1975- 1977

Atlantic Aquarium, Hull, Massachusetts

DIRECTOR OF EDUCATION

Responsibilities:

- Devised and implemented programs for children, both in-house and at schools.

- Trained and supervised volunteers.

ASSISTANT CURATOR

Responsibilities:

-Maintained exhibits.

-Water quality analysis.

PROFESSIONAL  
AFFILIATIONS:

Massachusetts Marine Educators.

Massachusetts Shellfish Officers Association.

Audubon Society.

National and International Wildlife Association.

American Planning Association.

American Museum of National History.

PADI SCUBA Diver Association.

PERSONAL:

Date of Birth: 7/27/44

Married.

Excellent Health.

Two children, ages 30 and 24.

Interests: Horseback Riding, Hiking, Swimming, Family Activities, Politics,  
Music, Reading.

REFERENCES:

Furnished upon request.



*Bowden*  
**CHRISTINE M. EMOND**  
237 South Walker Street  
Taunton, Massachusetts 02780  
(508) 824-7262

### Education

#### **Stonehill College**

College of Liberal Arts  
Bachelor of Arts Degree  
Concentration: Psychology  
Expected Date of Graduation: May 1992  
Activities: Psychology Society, Equestrian Team, Literacy Tutor

North Easton, Massachusetts

#### **University of Salzburg**

Participated in Psychology and German language culture studies

Salzburg, Austria

### Work Experience

#### **Family Service Association**

##### **Counseling Intern**

- Participated in utilization reviews.
- Involved in administering and reviewing psychological tests.
- Provided one-on-one counseling in day care program.

Fall River, Massachusetts  
January 1992-Present

##### **Case Manager**

- Guardianship program..
- Maintained full responsibilities of care for clients.
- Acted as guardian for clients in legal, insurance, and hospital issues.
- Geriatric day activity program.
- Provided day time activities for chronic mentally ill geriatric patients.

September 1990-August 1991

##### **Child Care Worker**

- Interacted with administration, co-workers, parents and children.
- Facilitated daily activities.

June 1989-August 1989

#### **Southeastern Regional Association for Human Services**

##### **Adolescent Counseling Intern**

- Provided one-on-one counseling.
- Participated in utilization review.
- Taunton High School Alternative Program.
- Tested students with both emotional and learning difficulties.

Taunton, Massachusetts  
September 1991-Present

#### **Gilmore School**

##### **Literacy Tutor**

- Tutored inner-city children with learning difficulties.
- Coordinated daily lesson plans.

Brockton, Massachusetts  
January 1991-May 1991

### Interests

- Equestrian Sporting Events, Dog Breeding, European Travel, Skiing

-References will be furnished upon request-

**JANANNE SMITH CANNON**

38 Orchard Street  
Belmont, MA 02178  
(617) 484-7522

**SUMMARY**

Over 15 years experience analyzing needs, designing and executing educational programs emphasizing experiential learning for students of all ages. My excellent track record reflects problem solving, effective communications and strong leadership skills.

**EMPLOYMENT**

**DOVETAIL CONSULTING**

HULL, MA  
1992-present

*Senior Consultant*

Identified, recommended and designed apprenticeship opportunities. Worked with superintendents and other administrators to design innovative programs. Created strategic plans involving environmental analysis, opportunities, budgets and action plans

SUFFOLK UNIVERSITY  
School of Management  
Center for Management Development

BOSTON, MA  
1990-1992

*Director*

Analyzed customer business problems and designed solutions for profitable operations. Initiated, designed and executed international executive education programs featuring mini-internships with Boston area businesses. Created and implemented annual business plans, doubling revenues in 24 months. Initiated first certificate apprenticeship program with Hull Environmental Junior/Senior High School.

NORTHEASTERN UNIVERSITY  
College of Business Administration  
Center for Management Development

BOSTON, MA  
1988-1990

*Program Manager*

Redesigned and successfully marketed management programs to both profit and not-for-profit organizations. Work-study and internships were integral parts of all programs.

*Lecturer in Marketing*

Taught courses on planning, market research and advertising and sales promotion.

**SANDBOX SPORTSWEAR**

BOSTON, MA  
1980-1986

*Principal*

Generated revenues of approximately \$1 million over 36 months through market research, product development, manufacturing and sales of children's wear. Employees included students, retired stitchers and mothers "teaching" each other while working flexible hours to meet their needs.



## JANANNE SMITH CANNON (cont.)

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL

SUDBURY, MA  
1975-1976

### *Teacher*

Taught courses on English and American literature and writing.

## PROFESSIONAL ACTIVITIES

### Memberships

American Society for Training and Development  
Boston Management Consortium

### Committees

Suffolk University Strategic Planning, Multiculturalism Subcommittee  
Suffolk University School of Management Strategic Planning, Programs Subcommittee  
American Society for Training and Development, National Director Educational Institutions Interest Group (1989-1991)  
Boston Management Consortium, Development Committee (1990-1992)  
Hull Environmental Junior/Senior High School Advisory Board

### Awards

Fellow - Institute for Educational Leadership, Education Policy Fellowship Program

## EDUCATION

PhD Law, Policy and Society Northeastern University <i>Research Interest:</i> Education/business interactions through apprenticeships.	Doctoral candidate Boston, MA
MBA Concentration: marketing and finance Northeastern University	1988 Boston, MA
MA Education Simmons College	1975 Boston, MA
BA English and Biology Case Western Reserve University	1970 Cleveland, OH

## COMMUNITY SERVICE

Participated in various community organizations.	1975-present
Chairman, Ways and Means - PTA, Burbank School	
Chairman, Fund-Raising; President - PTA, Atrium School	
Chairman, Long-Range Planning - Atrium School	
All School Arts Council Representative - Chenery Middle School	
Chairman, Programs; Book Sale; President - Friends of the Belmont Public Library	
Chairman, Health Care Study; Know Your Town - Belmont LWV	
Corporator - Fernald School	
Charter member - Belmont Arts Lottery Council	
Education outreach consultant - Eva Brownman Fund, Dana Farber Cancer Institute	
GoGetter - Channel 2 Auction	

PAMELA M. COONEY

936 Nantasket Avenue  
Hull, Massachusetts 02045  
(617) 925-3078

## RECENT PROFESSIONAL EXPERIENCE

### **Vice President**

Dovetail Consulting

1983 to Present

Responsible for data processing staff, financial control, quality assurance, and purchasing for this 20-person management consulting firm which specializes in strategic planning, public affairs, and fund raising. Consults with a variety of nonprofit organizations and government agencies in strategic planning, program development, proposal writing, evaluation, grant management, project management, and systems development. Some consultancies include the following:

- \* Boston Natural Areas Fund
- \* Boston Environment Department
- \* Boston Police Department
- \* Boston Parks and Recreation
- \* Wentworth Institute
- \* Boston Housing Authority
- \* Boston Management Consortium
- \* Hull Public Schools
- \* Neighborhood Devel. + Employ.
- \* Hull Council for Business

### **Planning Director**

Boston Parks and Recreation Department

1982 to 1983

Established a Planning Division for the Parks and Recreation Department, a major city agency with a \$7 million dollar operating budget and a staff of 200. Designed a strategic planning process to help the department adjust to a budget reduction of 40%. Developed a residents' phone survey to determine Boston residents' opinions on departmental priorities. Raised over a million dollars in federal funds for planning, program innovations and capital improvements. Developed Park Partners proposal which received over \$500,000 in federal funds, the largest grant awarded nationwide in its category. Revised the agency's five-year plan and developed new automated management information systems. Improved relationships with other recreation providers and community groups which led to more coordinated planning and collaborations. Supervised three professional staff.

### **Human Resources Development Director**

Mayor's Office of Intergovernmental Relations

1980 to 1982

Responsible for strategy formulation to leverage non-city resources for city human services, education, employment + training, and neighborhood service programs. Coordinated funding and legislative initiatives from 15 City departments and developed overall City agenda and position for federal and state lobbying on human services issues. Identified funding opportunities, new partnerships, and national networks for departments and provided them with technical assistance in all aspects of program development and grant management. Supervised five staff.



**Program Operations Specialist****Mayor's Office of Community Schools****1978 to 1980**

Member of senior management team responsible for overall management of a city department which involves community councils in a decision-making capacity in providing neighborhood human services. Responsibilities included proposal writing, program development, and grant management in a variety of areas including adult education, day care, and youth employment and education. Also responsible for development and management of all training programs for volunteer council members and paid staff of 20 Community Schools in all aspects of organizational development and management of non-profit neighborhood service organizations.

**Community Services Director****Mayor's Office of Cultural Affairs****1977 to 1978**

Responsible for the planning, administration, and evaluation of all neighborhood programs. Initiated and managed major effort to develop neighborhood arts councils to plan for the department's nationally known program, Summerthing. Also responsible for supervision of 4 staff members and 15 CETA trainees, various initiatives for federal funding, and disbursement of grants and services to community constituencies.

**Assistant to the Deputy Director****Mayor's Office of Cultural Affairs****1974 to 1977**

Responsible for assisting in all aspects of managing operations of the department, including: the hiring, training, and placement of over 300 staff annually for the Summerthing program, development of inter-office and inter-departmental communications systems, integration of community involvement in planning and evaluating programs, coordinating Summerthing, Festival Bostonian, and all other programs, and budget planning and management for an operating budget of over \$600,000.

**EDUCATION**

M.B.A. Boston University, Concentration in Public Management, 1987

B.A. University of Massachusetts (Amherst), Psychology, 1972

**CIVIC ACTIVITIES**

- Chair Hull Main Street Association Board of Directors
- Chair Community Schools Advisory Board, Hull Public Schools
- Chair Hull Main Street Association Design Committee
- Clerk Hull Redevelopment Authority (Municipal Election)
- Clerk Hull Design Review Board (Municipal Appointment)

## RESUME

James Fitzpatrick  
79 Main Street  
Hull, Mass. 02045  
617-925-2389

### PERSONAL

Father of two very active children.  
Interests include woodworking, camping, sailing and fishing.

### OCCUPATIONAL

1979-Present

General Contractor-developing and running my own business specializing in the remodeling and restoration of old and antique homes.

1975-1979

Vocational Director for South-West Boston Community Services serving the areas of West-Roxbury, Roslindale and Hyde Park.

The program was community based and aided a population of children from the 766-Program, inner city CETA placements and adults seeking residential placements.

My responsibilities included the teaching of specific work skills and general work habits, program development and placement, grant writing, acquisition of donations from the community, creation of an interface, and the creation and overseeing of four individual workshops.

1967-1973

Electronics Calibration Technician

### EDUCATION

Associates Degree in Science-Northeastern University  
Electronics Technician-Wentworth College  
High School-Rivers Country Day School



## CATHERINE HAMMOND

10 Bowdoin Street  
Cambridge, MA 02138  
Phone: 617/868-1255  
FAX: 617/868-3464

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### PROFESSIONAL EXPERIENCE:

- 1987 **DOVETAIL CONSULTING**, Boston, Massachusetts  
to present **Senior Consultant**  
Providing strategic planning, organizational development, and fund-raising counsel to human services, education, cultural, and public policy non-profit organizations.
- 1989 **THE INSTITUTE OF CONTEMPORARY ART**, Boston  
to 9/91 **Deputy Director for Administration**  
Responsible for reorganizing all administrative and financial functions of a \$2.8 million arts organization with 28 full-time and 30+ part-time staff. Accomplishments:
- Developed strategic long-range plans, with an emphasis on broadening audiences, increasing revenues and integrating ongoing operations with growth objectives;
  - Provided staff support to Board of Trustees and its committees; revised bylaws, expanded governing board and implemented trustee orientation programs;
  - Oversaw reorganization and computerization of accounting and business functions including multi-year and annual budgeting, audits, and investments;
  - Directed fund development and grants activity and membership program; increased foundation grants by 120%, corporate giving by 75%, annual appeal by 1650% and membership by 150% in two years;
  - Reorganized all activities aimed at expanding audiences, including developing new, multicultural programming, aggressive marketing, effective public and community relations, and improved visitor and member services which resulted in a 240% increase in attendance in two years;
  - Coordinated museum store, box office, private functions, publications, and a new limited editions business; Increased earned revenues by 120% in two years;
  - Supervised comprehensive redesign of institutional graphics, including logo, signage, publications and advertising;
  - Negotiated contracts, and facilitated project budgeting and scheduling for exhibitions, performance and media departments;
  - Managed personnel functions, including hiring and firing, creating formal policies;
  - Oversaw ICA facility, maintenance planning and scheduling;
  - Managed Fund for the Arts public arts grant program.
- 1988 **Project Manager • Real Estate**  
to 9/91  
Provided project management for proposed major institutional expansion.
- Hired and supervised real estate development, architectural, design, planning and financial consultants;
  - Conducted feasibility studies and completed long-range capital, programming, operating and fund-raising plans;
  - Negotiated development rights and acquisition of existing facility;
  - Served as representative to Boston Redevelopment Authority/City Office of Arts and Humanities and Midtown Cultural District Task Force Planning committees.
- 1979 - 1984 **JOHN D. & CATHERINE T. MACARTHUR FOUNDATION**, Chicago, Illinois  
**Assistant Director**, President's Office, 1983-1984  
**Assistant Director**, MacArthur Fellows Program, 1980-1983  
**Program Director**, Special Grants Program, 1980-1982  
**Research Assistant**, 1979-1980  
Provided staff support for initial planning and start-up operations of newly-created \$2 billion private foundation.

- 1979 - 1984 **JOHN D. & CATHERINE T. MACARTHUR FOUNDATION** (continued)
- Assisted in the creation and management of the MacArthur Fellows program, an innovative 5-year award for exceptionally talented individuals;
  - Established and managed community affairs grants program with \$2.3 million budget for education, social services, visual and performing arts, and humanities;
  - Performed in-depth strategic analyses of grantee institutional goals and performance; evaluated grant requests, project feasibility, financial projections; made final funding recommendations for board review;
  - Conducted research in all professional, academic, and public policy disciplines;
  - Established initial administration and staff for new organization; planned and supervised installation of Foundation offices;
  - Wrote internal reports, policy papers, press releases; supervised design of external publications;
  - Planned and staffed monthly Board agendas, conferences and special events.
- 1977 - 1978 **SMITHSONIAN INSTITUTION**, Office of Museum Programs, Washington, DC  
**Workshop Assistant.** Provided staff support for professional museum training programs.

#### **ADDITIONAL EXPERIENCE:**

- 1987 - 1990 **Editorial Associates**, Cambridge. *Vice President, Director of Marketing* and part-owner of small publishing and design services business.
- 1985 **Boston University School of Management.** *Lecturer/Research Assistant.* Taught organizational behavior courses. Researched and wrote teaching cases on leadership, strategic planning, human resources, and corporate philanthropy.

#### **EDUCATION:**

- 1986 **Boston University.** *Master of Business Administration.* Concentration in organizational development, recipient of university scholarship.
- 1978 **George Washington University**, Washington, DC. *Master of Arts* in art history.
- 1976 **University of Utah.** *Bachelor of University Studies*, cum laude, in museum studies.

#### **PERSONAL INFORMATION:**

Fluent French, proficient Italian and German. Extensive worldwide travel, including foreign residence in Austria, Italy, France and Indonesia. Broad volunteer experience with non-profit and volunteer organizations.



## Stephen R. Hunt

P.O. Box 14, Belmont, MA 02178  
617-484-3989 voice, 617-244-0211 fax/data

### Employment

- 4/92-present      **Consultant:** Stephen R. Hunt. Belmont Mass.  
Provide Macintosh consulting, brokerage, integration and training services to clients and third-party clients. Areas of focus are desktop publishing, multi-media, and database development.
- 1/89-present      **Consultant:** Dovetail Consulting, Hull, Mass.  
Provide educational program development and training to public school clients, nonprofit organizations, corporate training groups, and public agencies. Areas of focus are environmental education, technology-based curriculums, program management, and promotion.
- 10/90-3/92      **Senior Instructor:** Ziff Technologies, Waltham, Mass.  
Provided hands-on training to users of Macintosh and Windows-based software. Specialties included desktop publishing and database development.
- 1/88-12/88      **Manager of Public Education:** Massachusetts Water Resources Authority, Boston, Mass.  
Wrote and produced educational materials, agency newsletter and annual report; developed facilities tour, public on-water education program, and teacher training program; supervised full-time writer, editor, secretary, and intern.
- 7/86-12/87      **Executive Director:** Save the Harbor / Save the Bay, Inc., Boston, Mass.  
Managed start-up of nonprofit environmental organization. Coordinated board of directors; raised funds; organized press events; developed educational programs including pollution tours, public meetings, and teacher training; collaborated with environmental groups, public agencies and educational institutions; supervised full-time recruiter, assistant and interns.
- 2/84-1/86      **Software Developer:** Technical Education Research Center, Cambridge, Mass.  
Collaborated with mathematics educator to develop *Guess My Rule*, educational software for the Apple II computer, to complement middle and high school algebra curriculums. Designed, built and managed testing of the product and software tools.
- 6/80-8/83      **Software Project Manager:** Systems Designs, Cranston, Rhode Island  
Developed billing and database software for small to medium-sized manufacturers, importers and medical clients. Worked closely with customers to identify needs and design solutions; programmed and documented software products and software tools.

### Education

**Boston University.** 1995 (Expected)  
M.B.A.

**Brown University.** 1980  
A.B. Computer Science  
A.B. Semiotics

### Community

Grants for Peace of Belmont, Inc., Co-chair of Fundraising & Promotion

### References

Provided on request

DIANE J. JOHNSON  
183 Bridge Street, #2R  
Northampton, MA 01060-2404  
(413) 586-5905

**DOVETAIL CONSULTING.** Hull, Massachusetts.

Senior Consultant.

(12/92 - Present)

On retainer with this public affairs, strategic planning and fund raising consulting firm. Focus on issues related to leadership development, youth programs, conflict/mediation, anti-racism and diversity, marketing and public relations, organizational change and communities of color.

**MMAPEU MANAGEMENT CONSULTING.** NYC, N.Y. and Northampton, MA  
President. (8/91 - Present)

Consulting and training in the areas of organization development, fundraising, event planning and youth leadership. Clients include: The Peace Development Fund (Amherst, MA); Federation of Childcare Centers of Alabama (Montgomery, AL); The Support Center of New York; Jazz Department of Lincoln Center; Cooper Union - Infrastructure Institute; AIDS FILMS; New York Cares; Greater Jamaica Development Corporation, The American Cheese Society/FOODWORK, The African Arts Fund and the Institute for International Education (New York City); The Market Theatre (Johannesburg, South Africa).

**WNYC COMMUNICATIONS GROUP, FM 93.3, AM 820 and TV31.**

Manager of Development.

New York, N.Y.

(7/90 - 8/91)

Restructured and developed corporate underwriting program, raising \$135,000 during tenure. Managed various restricted and general operating projects within arts and culture and public affairs programming. Conducted research, identification, cultivation and solicitation of corporate and foundation funders, strategic planning, project development and departmental revenue reporting.

**NEW YORK URBAN COALITION.** New York, N.Y.

(4/88 - 7/90)

Development Manager.

(1/89 - 6/90)

Coordinated and implemented corporate, foundation and initial two-year phase of capital campaigns, raising \$975,000 (including \$240,000 from gala benefit) and \$740,000, respectively. Conducted solicitations with President, staff and board members. Researched and developed 1990 fundraising plan. Conceptualized and wrote three-year strategic plan for development department. Chaired interdepartmental Coordinating Committee.

Development Officer.

(4/88 - 1/89)

Assisted in all development activities. Produced collateral materials, wrote portions of annual report, facts sheets and organizational analysis for development office. Managed Annual Corporate Dinner (630 participants) with proceeds netting \$190,000.



Diane J. Johnson

Page Two

**MICHAEL S. SELTZER AND ASSOCIATES.** New York, N.Y. (3/87 - 4/88)  
Development Associate.

Provided management support and assistance in marketing, public relations and development to diverse client base of community-based and not-for-profit organizations. Clients included: Family Resource Center, Dance for Life, National AIDS Network, People with AIDS Coalition, Community Health Project and Women's Funding Coalition.

**FREELANCE CONSULTANT.** New York, N.Y. (10/84 - 4/88)  
Provided technical expertise and implementation in the areas of fund development, marketing, public relations, special events coordination, board of director development and general administration support. Clients included: The New Boston Group (telephone solicitation), Harlem School of the Arts, Artists Against Apartheid, Developing News, Inc., and the Aaron Diamond Foundation.

### RELATED BUSINESS EXPERIENCE

**AMERICAN NEWSPAPER REPS, INC.** Northeast Regional Sales Manager.  
(10/85 - 1/87). Managed national and regional advertising agency accounts for syndicate of 8,000 weekly community newspapers. Developed client base to exceed \$1 million in billings.

**CAPITAL CITIES/ABC, Affiliate Relations Division.** Account Representative. (6/84 - 10/85) Served as liaison between 300+ local affiliates and ABC Television Network. Orchestrated customized advertising placement for national and regional accounts.

**CBS INC. CBS ENTERTAINMENT PRESS INFORMATION.** Press Representative.  
(6/83 - 6/84) Administered national photo releases to owned and operated stations, network affiliates, daily and weekly newspapers, monthly publications and syndicators. Coordinated press coverage of CBS programming, assisted in regional and national press events.

### EDUCATION

The New School for Social Research. Graduate School of Management and Urban Policy.  
M.A., Nonprofit Management, May 1992. Sloan Fellowship, 1989 - 1992.

The New World Foundation. Initiated one-year internship working with grantees in the areas of program development, organizational management and fundraising. Included enrollment in New York University's Certificate Program in Fundraising. (6/86 - 5/87)

University of Pennsylvania. Annenberg School of Communications and The Wharton School of Business. Bachelor of Arts, Communications; Marketing Concentration, 1983.

### PUBLICATIONS, PRESENTATIONS, WORKSHOPS

Paper Presentation: Independent Sector Spring Research Forum 1993, "Transmitting the Tradition of A Caring Society to Future Generations". San Antonio, Texas, March 1993. "Evolution of Progressive Philanthropy".

Panel Discussion: "Transmitting the Tradition of A Caring Society to Future Generations", Independent Sector Spring Research Forum 1993, Institutions Plenary Session

Articles published: Grassroots Fundraising Journal, February 1992, "Corporate Underwriting: Demystifying the Process". COOL Newsletter, Winter 1992, (Campus Outreach Opportunity League) "Fundraising for Beginners".

Interviews: Community Jobs, December 1992, "Putting Theory into Practice: Non-Profit Management Programs".

Workshops: Campus Outreach Opportunity League (COOL): 1993 National Conference, March 1993 - "Getting the Word Out and Getting the Money In: How to Use Public Relations Tools in Fundraising (Co-Trained), Exploring the Roots of Oppression: Finding Ways to Talk About Diversity and Differences; Spring Summit, August 1992 - "Creating Workshops and Trainings on Campus", "Basics of Fundraising; 1992 National Conference, March 1992 - "Alternative Graduate Education Opportunities".

Freedom Summer '92 - The Third Wave: Youth Leadership Training for national voter registration drive, August 1992

"Fundraising and Organizational Development for NGO's" - A series of workshops for South African community-based organizations in Johannesburg, Cape Town and Durban, South Africa, March - April 1992.

### RECENT BOARD OF DIRECTORS AND VOLUNTEER AFFILIATIONS

African Arts Fund (Co-chair)[1990 - 1992]; NYCares Fifth Anniversary Committee [1992]; Neighborhood Housing Services, New York - Tenth Anniversary Committee [1991-1992]; Children of War Funding Circle [Summer 1992]; Non-Profit Management Association (Board Member)[1989 - 1991]; Black Representatives Association in New York (Board Member)[1984 - 1990]



**Candace L. Julyan**  
Technical Education Research Centers, Inc.  
2067 Massachusetts Avenue  
Cambridge, MA 02140

## Education

Harvard University, Graduate School of Education. Doctor of Education. 1988.  
Antioch New England Graduate School. Master in Science Teaching. 1979.  
Maryville College. Bachelor of Arts (major: English). 1970.

## Research and Development

*National Geographic Kids Network/Middle Grades, TERC, Cambridge, MA*  
**PRINCIPAL INVESTIGATOR/PROJECT DIRECTOR** 1991 - Present

Provide intellectual leadership for the development and research for expanding NGS Kids Network from the elementary grades to the middle grades; coordinate all negotiations and communications with primary funder (National Science Foundation) and publisher (National Geographic Society); supervise a staff of 17 which includes three divisions: technology, curriculum, and evaluation; and manage the \$ 3 million budget.

*National Geographic Kids Network/Elementary Grades, TERC, Cambridge, MA*  
**PROJECT DIRECTOR** 1989 - Present  
**DIRECTOR OF CURRICULUM AND TRAINING** 1987 - 1989

Provide leadership and direction for the development and research for the NGS Kids Network project, an elementary science curriculum that revolves around local, environmentally-oriented experiments conducted by elementary students, shared internationally on a computer network. This curriculum is funded by the National Science Foundation and published and distributed by the National Geographic Society.

*Danforth Center, Harvard University, Cambridge, MA*  
**CONSULTANT** 1989 - 1990

Conducted a commissioned study examining student learning in an undergraduate core physics course.

*WGBH Educational Foundation*  
**RESEARCHER** 1985 - 1986

Collected data on the impact of combining computers and television in curriculum design.

*Harvard University, Educational Technology Center, Cambridge, MA*  
**RESEARCH ASSISTANT** 1984 - 1985

Completed two projects: an investigation of the use of computer networks for university researchers and secondary school science teachers and a research study on high school students' understanding of complex systems.

*World Wildlife Fund US*  
CONSULTANT

1983

Developed an ecology curriculum as part of a research study on the Cat Island Turtle. This curriculum was funded by the World Wildlife Fund and the New York Zoological Society.

*Voyage of the MIMI curriculum project, Bank Street College of Education*  
CONSULTANT

1982 - 1983

Advised writers and curriculum staff about the use of whale research in a video segment of an elementary science curriculum; served on the advisory board of the project.

*Bermuda Natural History Museum and Aquarium*  
CONSULTANT

1982

Developed an exhibit about cetaceans for the institution and created the text for an accompanying educational booklet.

## Administration Experience

*National Geographic Kids Network/Middle Grades, TERC, Cambridge, MA*  
PROJECT DIRECTOR

1989 - 1992

Directing the NGS-funded development of new units for the NGS Kids Network.

*Ocean Research and Education Society, Gloucester, MA*  
DIRECTOR OF EDUCATION

1980 - 1983

Developed and coordinated the Society's educational program which focused on undergraduate courses related to the Society's marine mammal research; developed a collegiate consortium of affiliate institutions; developed and implemented a public lecture series on current marine mammal research; assisted in the research on board the Society's ship REGINA MARIS, a 144-foot square-rigged sailing vessel; taught a course on the history of ocean research.

*Hitchcock Center for the Environment, Amherst, MA*  
EXECUTIVE DIRECTOR

1977 - 1980

Developed, coordinated, and conducted various school and public programs; supervised the staff of 4-9 educators; conducted and coordinated various activities including fund raising, long range planning, Board of Directors activities; raised and managed the Center's budget of \$100,000.

*Family Planning Council of Western Massachusetts, Berkshire County, MA*  
COUNTY COORDINATOR

1975 - 1977

Coordinated 3 office/clinic sites within the county; supervised a staff of 15 nurses and counselors; developed numerous community education programs on sexuality and birth control; gave public lectures on radio, television, and community meetings; counseled irate parents.



## Teaching Experience

*Harvard Graduate School of Education*

LECTURER

1990

Taught a graduate-level course: Teaching and Learning.

*College of the Atlantic*

FACULTY MEMBER

1987

Taught several undergraduate-level courses: Introduction to Education, Teaching and Learning, Feminist Critique of Science, Secondary Science Methods, Perspectives on Learning.

*Harvard Graduate School of Education*

LECTURER

1986

Co-led the departmental seminar for all first year doctoral students in Teaching, Curriculum, and Learning Environments Department.

*Harvard Graduate School of Education*

TEACHING FELLOW

1984 - 1986

Led sections for two courses: Teaching and Learning, and Curriculum Translation; supervised biology and general science student teachers.

*Antioch New England Graduate School*

ADJUNCT PROFESSOR

1979 - 1983

Taught a course on nature center management and communication skills for environmental professionals, supervised and advised graduate students in the environmental studies department, supervised secondary science student teachers in their teaching placements.

*Pine Mountain Environmental Education Center, Harlan County, Kentucky*

TEACHER

1972 - 1973

Taught in the environmental education program for students K-13, conducted state workshops on environmental education, developed and implemented special community and undergraduate programs.

*Griffin, GA*

TEACHER

1970 - 1972

Taught a sixth-grade class (1970-1971) and ninth-grade English and special program classes (1971-1972).

## Board/Committee Activities

Advisory Board and Consultant, WGBH *Interactive NOVA: Earth*, a videodisk project. 1992.

Advisory Board, Biological Sciences Curriculum Study (BSCS) middle school curriculum project. 1989-1991. Constructivist Teaching Project 1992-93.

Advisory Board, Project Spark: Private Sector Partnership to Kindle Young Women's Interest and Involvement in Science. 1988-1990.

Editorial Board, Harvard Educational Review. Manuscript Editor. 1985-1986.

Executive Board, Massachusetts Bay Marine Studies Consortium. 1981 - 1983.  
 Board of Directors, New England Environmental Education Alliance.  
 1979 - 1983. President (1982-1983), Conference Coordinator (1980,  
 Co-Founder (1979).  
 Board of Directors, Massachusetts Environmental Education Society. 1980-1983.  
 Treasurer 1981.  
 Somerville Conservation Commission. 1980.  
 Camp Howe 4-H Foundation. 1977-1980.  
 Amherst Recycling Committee. 1976-1978.  
 Massachusetts State Review Panel, Department of Energy Appropriate  
 Technology Grants. 1979, 1980.

## Publications

- Julyan, C.L. 1993. Conversations: Their importance in Project Science , In Ruopp et al (Eds.), *LabNet: Toward a Community of Practice..* Hillsdale, NJ: Lawrence Erlbaum Associates.
- Julyan, C.L. 1992. A developer's perspective on telecomputing. In R.F. Tinker & P.M. Kapisovsky (Eds.), *Prospects for educational telecomputing: Selected Readings* (pp. 33-38). Cambridge, MA: TERC.
- Julyan, C.L. 1990. Non-science majors in a core science course. The report of a research study commissioned by the Danforth Center, Harvard University, Cambridge, MA
- Julyan, C.L. 1990. Technology and environmental education: collecting data locally-sharing globally. *Environmental Education Yearbook 1990: Technology and Environmental Education*. Washington, D.C.: NAEE.
- Julyan, C.L. 1989. Messing about in science: participation not memorization, in W. Rosen (Ed), *Proceedings from the National Research Council Conference--High School Biology: Today and Tomorrow*. Washington, D.C.: National Academy Press.
- Julyan, C.L., & S. Wiske. 1989. Strengthening science education: can new applications of technology help? commissioned paper for the Biological Sciences Curriculum Study, Colorado Springs, CO.
- Julyan, C.L. 1989. Real science in elementary classrooms. *Classroom Computer Learning*. 10(2), 30-41.
- Julyan, C.L. 1989. *Investigate* (curriculum unit for NGS Kids Network). Cambridge, MA: TERC.
- Julyan, C.L., MacDonald, B., & Weinberg, A. 1989. *Our Air*. (Curriculum unit for the NGS Kids Network). Cambridge, MA: TERC.
- Julyan, C.L. 1989. Scientists in science education: an old idea with a new approach. *Hands On*. 12(1), 4-6.
- Julyan, C.L. 1988. *Acid Rain* (Curriculum unit for NGS Kids Network). Cambridge, MA: TERC.
- Julyan, C.L. 1988. The creation of a curriculum. *Hands On*. 11(4).
- Julyan, C.L. 1988. *Hello!* (curriculum unit for NGS Kids Network) Cambridge, MA: TERC.



- with J. Foster 1988. The National Geographic Kids Network. *Science and Children*, 25(8). Washington, D.C.: NSTA.
- with Bybee, R., Landis, N., Worth, K., Masamoto, C., & Foster J. 1988. Elementary science curricula: the new generation. *Science and Children*, 25(8). Washington, D.C.: NSTA.
- Julyan, C.L. 1988. *Understanding Trees: Five case studies*. Unpublished doctoral dissertation, Harvard University, Cambridge, MA.
- Julyan, C.L. 1986. *The feminist critique of scientific objectivity: What is being said? Can it inform science teaching?* Unpublished Qualifying Paper. Harvard University.
- with Storey, K. 1985. *The integrated design and use of computers and television in education. Technical Report 85-20*. Cambridge, MA: Educational Technology Center.
- with Duckworth, E. & Rowe, T. 1985. *Understanding equilibrium: The study of complex systems. Technical Report 85-16*. Cambridge, MA: Educational Technology Center.
- with Duckworth, E. & Rowe, T. 1985. *What goes up can come down... But why? Understanding complex systems. Technical Report 85-9*. Cambridge, MA: Educational Technology Center.
- Julyan, C. 1984. *Cat Island ecology curriculum*. Washington, D.C.: World Wildlife Fund US.
- contributing author to Westover, P. & Kuykendall, N. (eds.) 1975. *The green book: Teaching ecological concepts outdoors*. Pine Mountain Kentucky: Durham Press.

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Ralph Louis Le Blanc, A.I.A. offers a unique service in the field of architecture.

An Architect in practice as a principal for more than twenty-five years, acquiring a wealth of experience, apparent in the diversity of commissions on the accompanying list. This experience developed the ability to foresee common construction problems and design to avoid them.

This, combined with a strong analytical and innovative sense creates buildings that are well planned, practical and beautiful, without increased costs

These attributes are applied to all commissions whether they be a home bathroom or a multi-building town center. Each project is treated with the same care regardless of size. Unlike large architectural firms, each project is under the direct control of Mr. LeBlanc and receives his personal attention until it is completed. Long drawn out design periods are kept to a minimum, thereby reducing overhead, allowing for more reasonable fees, without the sacrifice of good design.

Ralph Louis Le Blanc is registered to practice architecture in Massachusetts, Connecticut, New Hampshire, Maine, Vermont and New Jersey.

Member of the National Council of Architectural Registration Boards (NCARB), A.I.A., B.A.C., B.S.A. and the Institute for Urban Design.

Studied architecture at the Boston Architectural Center and Massachusetts Institute of Technology, where he acquired top honors for design

Served as teacher-critic, Chairman of the Exhibition Committee and Board Member of the Boston Architectural Center; member of the Advisory Board of the Town of Brookline; Director of the Newton Taxpayers Association and member of the Hull Conservation Commission.

The lists following illustrate the varying types of commissions completed as design architect:



**Mi-Ra Lee**  
**(617) 868-5177**

**17 Mellen Street**  
**Cambridge, MA 02138**

#### EMPLOYMENT HISTORY

Program Coordinator (Oct/91-present), Very Special Arts Massachusetts, Boston, MA. Coordinate training of Cultural Access Advisory Committee. Coordinate youth "Disability Awareness" and survey of cultural institutions. Assist in Curriculum Development and coordinate Teacher Training and Artist in Residency Programs.

Accounting Assistant (Sept/89-Oct/92), Comptroller's Office, Lesley College, Cambridge, MA. Part-time employment while attending Graduate School. Assisted in all phases of accounts payable function. Handled inquiries from vendors, departments and staff members.

Administrative Assistant (Jan/88-Aug/89), International Center of New Haven, Inc., New Haven, CT. Assisted foreign visitors, scholars and their families with orientation to New Haven. Provided counseling, housing assistance and English language tutors and referrals. Recruited and supervised volunteers for the "Tutoring Program" and the "Host Friendship Program". Prepared newsletters and orientation packets, organized special events, and acted as liaison between the community and the international population in New Haven.

Administrative Assistant (Oct/86-Jan/88), Yale Center for British Art, Yale University, New Haven, CT. Maintained the Photographic Archive. Assisted the Reference Librarian, research scholars and readers.

Personnel Assistant (Aug/85-Oct/86), Library Personnel Office, Yale University, New Haven, CT. Assisted in all phases of recruitment and selection of professional and clerical/technical employees for employment. Maintained close communication with departmental supervisors to determine their staffing needs for student and temporary positions. Recruited, interviewed and selected 500 student employees. Prepared and handled highly confidential materials.

#### EDUCATIONAL BACKGROUND

Simmons College Graduate School, Boston, MA  
M.S., Education, Severe Special Needs (Expect to graduate in May 1994)

Lesley College Graduate School, Cambridge, MA  
M.A., Education, Intercultural Relations, 1992.

Warren Wilson College, Swannanoa, NC  
B.A., Economics/Business Management, 1986.

#### GRADUATE INTERNSHIP

Massachusetts Office for Refugees and Immigrants, Boston, MA. (Spring 1991). Developed and implemented a series of cultural awareness training program for the staff at the Office for Refugees and Immigrants.

#### PROFESSIONAL/COMMUNITY MEMBERSHIPS

AARW (Asian American Resource Workshop)  
CEC (Council on Exceptional Children)  
SIETAR (Society for International Education Training and Research)  
Community Access Monitor

## PERSONAL

Jo Loughnane  
Fifty Andrew Avenue  
Hull, MA 02045  
(617) 925-0353(H) (617) 925-4400(W)

## EDUCATION

Doctorate, The George Washington University, 1990.  
Education/Special Education; support fields  
in Elementary Administration and Teacher  
Education.  
M.A., Boston College, 1973. Special Education.  
B.A., University of Massachusetts, 1969. Education  
A.A., Bryant & Stratton Business School

## PROFESSIONAL BACKGROUND

1986 - Present Hull Public Schools. Early  
Childhood Coordinator/Kindergarten  
Teacher. Member, Development Committee.

1979 - 1986 Educational Consulting, self-employed.  
Worked with DOE and educational trade  
associations in the Washington,  
D.C., area.

1975 - 1979 The George Washington University. First  
employed as Graduate Research Assistant  
and later as Instructor in the Diagnostic  
Prescriptive Teacher Program in the  
Graduate School of Special Education,  
including the supervision of graduate  
students. Served as consultant under  
DOE Project to develop a doctoral program  
in Special Education Administration.

1969 - 1975 Hull Public Schools. Special Education  
Teacher/Elementary Level.

## PROFESSIONAL ASSOCIATIONS

Delta Kappa Gamma, 1985 to Present. President of the  
Alpha Zeta Chapter (1991 to 1993).  
South Shore Council of the International Reading Association,  
1973 to present. Served as President of the Council  
from 1988 through 1990.  
Massachusetts Reading Association, Board member from 1986  
to 1989.  
Wellspring Board of Directors, 1992 to Present. Social  
Service agency serving Hull and other local communities.  
NECEL (Northeast Coalition of Educational Leaders), currently  
serving on the Board of Directors.



## Résumé (February 1994)

Dr. Francois Martel  
30 Lynn Avenue  
Hull, MA 02045  
Tel. (617) 925 3893

### Education:

Doctorat en Geophysique et Physique Spatiale. Centre d'Etude Spatiale des Rayonnements (CESR), Université Paul Sabatier (UPS), Toulouse France. June 1979 DGRST fellowship. Research 1977-1979 at UC Berkeley. Space Science Laboratory.

Diplôme d'Etudes Approfondies, Geophysique et Physique Spatiale. CESR, UPS, 1976. University fellowship.

Maitrise de Physique, UPS, June 1975.

Diplôme Universitaire d'Etudes Scientifiques. Maths Physique, UPS, June 1973

### Experience:

Since May 1991: Project Coordinator for the High Energy Transient Experiment, an international space program in astrophysics, at the Center for Space Research, Massachusetts Institute of Technology.

Since September 1989. Vice President, Advanced Programs, AeroAstro Inc. Responsibilities include: technical activities in support of the ALEXIS spacecraft development (attitude estimation algorithms, sensors), analytical studies for new space based systems, marketing and business development.

From October 1986 to September 1989. Vice President, Advanced Programs at Ithaco Inc, Ithaca NY. Developed new spacecraft attitude determination and control methods, initiated and conducted internal and customer sponsored R&D projects, lead into new market areas generating significant new business in instrument and system manufacturing and support services.

From June 1984 to October 1986. Owner and Director of consulting business Espace, Pacific Grove, California. Performed marketing and technical studies for aerospace and high technology companies. Activities included: space infrared detector test data analysis and evaluation, computer simulations of infrared sensors, market analysis for neutron sources and neutron imaging systems. AI software development for DoD prototype system.

From April 1981 to June 1984. Electro-optical engineer, and later on Technical Director at Quantic Industries, San Carlos, California. Worked on technical areas concerning infrared attitude sensors for space applications. Activities included research studies, design, tests, calibrations, flight data analysis, proposal preparation, customer relations.

From August 1979 to February 1981, Engineer-Physicist for SÈEEE at the European Space Technical Center in Noordwijk, the Netherlands. Staff member of the Test Study Group, charged of study and development of new infrared thermal test facilities for large spacecraft. Activities included the design, procurement, test and calibration of new infrared detectors and sources, and thermal test data acquisition and control system. Designed and modeled new high accuracy, low cost thermal infrared detectors for spacecraft thermal-vacuum testing.

#### Publications:

Publications on: the observation of energetic particle fluxes in the interplanetary medium by the International Sun Earth Experiment (ISEE) probes, and related acceleration mechanisms; spacecraft attitude determination and control using magnetic field measurements and magnetic torqueing; the application of small spacecraft systems for astronomy and earth observation; international programs, low costs space system

#### Education related experience:

Teaching certificate for mathematics and physics in California two year colleges

Substituted for courses in algebra, and mathematical concepts, lead math labs, and tutored college students in mathematics and physics in Monterey Peninsula college 1985/ 1986; also tutored Monterey High School students in mathematics and physics.

Member of Hull memorial school technology board (1993).

Currently conducting, as a volunteer, an experiment to teach the fundamental concepts of physics to 6th students in the Hull Memorial School.

Between the age of 10 and 16, was educated through home school

#### Additional information:

Member AIAA. Fluent in French, knowledge of German and Spanish



Laurie Middendorf  
57 B Street  
Hull, MA 02045  
(617) 925-4391

Ms. Middendorf is currently seeking a full-time position with a company, located in or south of Boston, that will recognize and utilize her computer ability and accounting knowledge.

Ms. Middendorf has been working in an office environment since graduating from high school in 1976. She has worked in accounting and administration for large corporations such as Talbots, Commercial Union and Stone & Webster Engineering. Since 1986 she has worked for various businesses on temporary assignments. These assignments included setting up automated accounting systems for small businesses and providing overall office assistance. She has, many times, been called into a business as a "trouble-shooter" to perform such business functions as bank reconciliation and data entry to bring their accounts up-to-date. She is proficient in all aspects of accounting and an accurate typists.

Temporary Assignments 1986 - present  
(list of assignments for past two years - others available upon request)

J & M Die Cutting  
Hingham, MA 02043

Office Manager/Bookkeeper - responsible for all aspects of office management while regular person was on maternity leave.

So. Shore Educational Collaborative  
Hingham, MA 02043

Teacher Assistant - worked with severely handicapped pre-school children teaching cognitive skills on the computer.

Town of Hull - Community Development Office  
Hull, MA 02045

Small Cities Grant Fiscal Assistant - responsible for reconciliation of all fiscal records, in the manner required by the state EOCD office. Administration of all proposals and contracts between the town, clients and vendors. Job required the ability to adhere to strict guidelines that fell within the scope of the grant.

References available upon request

SEAN O'BRIEN  
325 COLUMBIA STREET, #1  
CAMBRIDGE, MASSACHUSETTS 02141  
(617) 354-2094

#### EDUCATION

University of Massachusetts at Boston June 1992  
Bachelor of Arts Degree in History; Minor in Secondary Education.  
Honors: Cum Laude

#### CERTIFICATION

Secondary Education History: Social Studies June 1992

#### QUALIFICATIONS

**\*TEACHING/TUTORING:** Substitute Teacher for the Boston Public Schools from 1992 to the present. Social Studies Teacher for the Veterans' Educational Training Program teaching GED and college preparatory material to returning veterans. Educator/presenter National Park Service "Parks in the Classroom", presenting multicultural educational programs to middle and secondary school students in local communities. GED tutor at the Pine Street Inn from 1993 to 1994. GED population included adult, homeless and recovering substance abusers.

**\*PROGRAM DEVELOPMENT:** Experienced in developing cost-effective programming for diverse, specialized populations. Designed and supervised an exhibition on Women in the military, entitled "Where We Have Been, Where We Are Going."

**\*BUDGET MANAGEMENT:** Managed expenditures and income in several settings of up to \$20,000 a year. Conducted fundraising, instituted new programs and events for the Student Veterans Center.

**\*SUPPORT/ADVOCACY:** As Student Senator worked to maintain the Education Budget at all levels of Public Education. While Student Veterans Center Coordinator worked as an advocate both on and off campus for not only the student veteran, but all veterans.

**\*SUPERVISION/LEADERSHIP:** Non Commissioned Officer in the United States Army from 1977 to 1987, Platoon Sergeant of a M-1 Tank Platoon with 20 soldiers and five tanks. Platoon Sergeant of a Scout Platoon, Army National Guard from 1987 to 1990, with 32 soldiers and ten scout vehicles. Student Veteran Center, 1989 to 1990, with staff of five, Student Life Facilities Coordinator from 1990 to 1992, with a staff of three at the University of Massachusetts at Boston.



Sean O'Brien  
Page Two

## EXPERIENCE

**Substitute Teacher** 1992-Present  
**Boston Public Schools**

Teaching elementary, middle and high school classes, both regular and special needs in a challenging and multicultural environment.

**Social Studies Teacher** 1994-Present  
**Veterans Educational Training Program**

Social studies teacher for GED and college preparatory program designed to assist returning veterans transition into the educational system.

**Student Veterans Center Coordinator** 1989-1990  
**University of Massachusetts at Boston**

Assisted in conference production. Initiated and supervised a program of speakers and films for Veterans Month that has become an annual event for the Student Veterans Center.

**Student Life Facilities Coordinator** 1990-1992  
**University of Massachusetts at Boston**

Responsible for the upkeep and maintenance of all Student Life property and facilities, to include all Student Centers, Student Club Areas, and Student Lounge. Conducted a 100% Inventory of all Student Life Property with a 97% accountability rate.

**Platoon Sergeant** 1977-1987  
**United States Army, M-1 Tank Platoon**

Responsible for the training and morale of 20 soldiers and the upkeep and maintenance of five M-1 tanks and assorted equipment valued at over 25 million dollars.

**Platoon Sergeant** 1987-1990  
**Army National Guard Scout Platoon, Mechanized Infantry Battalion**

Responsible for the training and moral of 32 men, and the upkeep and maintenance of 10 scout vehicles. Oversaw the transition of the Scout Platoon from foot cavalry to mechanized cavalry.

**Park Ranger** 1993-Present  
**U.S. Park Service, African American Meeting House. Boston**

Seasonal Ranger with the responsibility for organization and development of various slide presentations, historical tours and educational outreach activity.

## RESUME

Marilyn Seastone Pratter

### Professional Objective

English teaching position. Strong interest in ESL, programs for youth from international cultural backgrounds. Special interests in gifted and talented, innovative programs, programs combining age levels and abilities, K through college.

### Education

BA, English/Humanities, Shimer College, Mt. Carroll, Illinois.  
Teaching certificates in English, 7-12 (Montana and Alaska).  
Additional coursework in reading, drama, literature and education.  
General certificate of Education (British).

### Work Experience

Cultural Homestay Institute. ESL to Japanese university students, coordinator of homestay program.

Private tutoring in English and Sciences, Cohasset, MA.

Mountain View School, Helena, MT. Chapter I English tutor.

Montana School of Creative Arts, Helena, MT. Literary Arts Director.

University of Wisconsin. Dialect research for the Dictionary of American Regional English project.

### Other Experience

Chair, Parent Advisory Committee, Hull Memorial School.

Member, Parent Advisory Committee, Hull Junior/Senior High School.

Hosted Japanese, Slovak, Czech, and Swedish students.

Taught ESL to Hmong and Laotian refugees. Missoula, MT.

Board of Directors, Montana School of Creative Arts. Assisted in grant writing and legislative proposals.

Young Writers Conference for Gifted and Talented Program. Missoula, MT.



**Sharon L. Pywell**  
144 Cherry Street  
West Newton, MA 02165

(617) 527-0297

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## Work Experience

1986-Now     **Senior Consultant, Dovetail Consulting**, assessing organizational needs and managing the process of responding to them. This includes working with a client to assist in:

- assessing current status,
- more clearly focusing mission,
- designing overall strategic plans that clearly respond to mission and goals,
- designing focused marketing and fundraising strategies,
- developing documents that build constituencies and improve public relations.

A partial list of clients includes Catholic Charities (*Fundraising*), the Brockton Public Schools (*fundraising*), the City of Brockton (*planning, fundraising*), Geiger Gibson Community Health Center (*Developing Adolescent Services Programs and Proposals*), the New England Center for Autism (*Annual Report Development*), and the City of Boston Parks and Recreation Department (*Fundraising*).

1992     **Instructor in Writing**, Fisher College

1987- 1988     **Reader, *Partisan Review***, Fiction Department..

1983-1986     **Program Manager** in Public-Private Partnership programs for the Tri-Lateral Council and the Boston Private Industry Council:

- planning and developing relationships between the Boston Public High Schools and 24 major corporations,
- training corporate and public school personnel in strategic planning and collaboration.

1979-1983     **Non-Profit Organization Management**, serving as both General Manager for the Concert Dance Company and Marketing and Development Director for the Mandala Folk Dance Ensemble.

- increasing ticket sales and direct mail income for Mandala by 100%,
- increasing foundation and corporation grants for Mandala by 300%.
- restructuring Concert Dance's organizational chart to accommodate new accounting services and staff, and streamline cost control methods,
- doubling Concert Dance corporate and foundation grants,
- managing all Concert Dance public relations and marketing,
- contracting and managing all outside consultants and vendors, including booking agents, lawyers, performance sponsors, road crews and accountants.

1975-1979     **Instructor** at Fisher Junior College and Franklin High School, teaching business writing, marketing, expository writing, 19th century satire, and classical drama.

## Education

1989     Boston University, M.A. English, Fiction.

1977     Colgate University, M.A.T., Victorian Literature.

1976     University of Virginia, B.A. Honors, Cum Laude, English.

### Strategic Planning

Sharon Pywell has extensive experience in working with diverse and complex organizations to assist in:

- assessing current status,
- clearly focusing mission,
- designing overall strategic plans that clearly respond to mission and goals,
- designing focused marketing and fundraising strategies,
- developing documents that build constituencies and improve public relations.

Examples of the kinds of clients, and planning, that she has done include:

#### **The Boston Museum of Science**

Ms. Pywell designed a planning process for the Museum of Science that would guide them in five years of work at a very critical point in their history. She facilitated all planning meetings, developed documents that leveraged change and clarified issues, and wrote the final plan itself.

#### **The City of Brockton**

Ms. Pywell guided the planning process that brought 21 diverse organizations together in a successful effort to win a multi-million dollar federal grant. City officials, police, the courts, neighborhood organizations, minority group representatives, and social service agencies worked with her to design a collaborative program to address this city's escalating violence and drug abuse problems.

#### **The Boston Public Schools**

As the Program Manager of the partnership relationships between 25 major Boston corporations and the Boston Public Schools, Ms. Pywell trained both school and business-based personnel to better understand each other's priorities and working patterns. She guided the process of planning and implementing goals for each of these partnerships working in close collaboration with the Boston Compact, a system-wide plan which defined and contracted, mutually agreed upon goals for the school system and its supporters.



**Boston University**

When Boston University and Chelsea announced their intention to give B.U. control of this city's schools, they realized that success would demand innovative programs and aggressive fundraising. Ms. Pywell worked with Chelsea school representatives, school staff and Boston University administrators and faculty to design programs and write the proposals that attracted funds to support them.

**Roxbury Community College**

This college, facing troubled relations with corporate funders and employers of students graduating from two of its specialized training programs, sought help in identifying problems and addressing them. Ms. Pywell brought together several focus groups that gave corporate representatives an opportunity to speak directly to professional program administrators and faculty about the problems they faced. She facilitated these meetings, and opened the doors for RCC and corporate supporters to work together toward real career success for minority job candidates graduating from RCC.

# WILLIAM N. SMYTH

617-925-5619

1037 Nantasket Avenue  
Hull, MA 02045

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## ADMINISTRATIVE: (Academic)

### Headmaster

Kingsley School (P-8)  
Boston, MA 1985-87

*Responsibilities:* Curriculum planning, personnel and staffing, parent communication, discipline, scheduling, program development, fiscal management.

### *Achievements:*

- Introduced new Montessori Preschool in 1986, and implemented new foreign language, art, computer, and drama programs.
- Major capital improvements, upgraded business practices, increased enrollment dramatically, improved community relations, and upgraded academic standards.

### Assistant Headmaster

Interim Head - Summer '74

Far Hills CDS (P-9)  
Far Hills, NJ 1973-75

*Responsibilities:* Direction of staff/personnel, liaison with parents, workshop/seminar coordinator, head of grades 7-9, discipline, supervision of staff meetings, initiated new athletic programs (lacrosse and ice hockey).

### Assistant Headmaster

Eastwoods (K-8)  
Oyster Bay, NY 1962-73

*Responsibilities:* Staff direction, all-school discipline, curriculum advancement, parent and student liaison, supervision of grades 4-6, co-founded consortium of elementary teachers and started two new athletic programs.

## ADMINISTRATIVE: (Non-Academic)

### Development Director

Chapel Hill-Chauncy Hill (9-12)  
Waltham, MA 1987-88

*Responsibilities:* To raise funds through grants, direct mail, telemarketing, special events and corporate scholarships. Doubled participation, set up an effective alumni collection network.

### Business Manager

Maplebrook (SpEd)  
Amenia, NY 1983-85

*Responsibilities:* All financial matters - purchasing, budgeting, benefits, investments, maintenance, plant management. Initiated computerization of business office and increased revenue by improving financial reporting methods.

## EDUCATION:

Hofstra University, MS (Elementary Education)

1962-68

Dickinson College, BA (Psychology)

1957-61

Harvard University, 1979; Boston College, 1980; Bentley College, 1981



**CLASSROOM:**

**Instructor** Dexter (K-9)  
Brookline, MA 1975-83

Grade 8: English, History, Cosmology, Earth Science  
Grade 7: English  
Grade 5: Language Arts, Math, Geography, Social Studies  
Other: Coached Baseball, Football, Ice Hockey, Soccer, directed all scheduling for entire school, presented public speaking performances, and co-supervised yearly class camping trip.

**Instructor** Far Hills CDS (P-8)  
Far Hills, NJ 1973-75

Grade 9: English – creative writing skills  
Other: Coached Lacrosse

**Instructor** Eastwoods (K-8)  
Oyster Bay, NY 1962-75

Grade 7: English, Literature, Grammar/reading skills  
Grade 6: English, Literature, Grammar/reading skills  
Grade 5: Geography  
Other: Coached Football, Lacrosse, Ice Hockey, drama productions, student newspaper

**Instructor** The Gunnery (9-12)  
Washington, CT 1961-62

Grade 9: English Literature  
Other: Coached Football, Baseball, Ice Hockey, Admissions work, Dorm duty

**OTHER TEACHING EXPERIENCE:**

**Substitute Teacher** Kingsley School  
1986-87

Grade 6: English Literature  
Grade 7: Earth Science

**Tennis Professional (teaching):** Point 'O Woods, NY  
1969-73

Group Clinics and Tennis Teams (ages 7-18)  
Individual lessons (all ages), managed retail shop.

**CORPORATE TRAINING:**

In-house personnel - sales and marketing techniques MCS, Inc.  
1989-present

Industry representative to media and other related functions re: chimney safety.

# Hull Environment & Service Corps

## Hull Jr. / Sr. High School

*A pilot of Hull's new "Project-Based Learning"*

I sign in support of the proposal from Hull students, parents, educators, and community members to Dr. Piedad Robertson, Massachusetts Secretary of Education, to establish a new community-based, public, alternative education program based on the interdisciplinary project-based model developed by the Hull Environment & Service Corps of the Hull Public Schools.

**Signature**

**Category**

**Address**

Paul Lomas Student 338 Main Street Ave

Leah Marshall Student 339 Beach Ave.

Pete Bath student 46 Bates St. (925-4238)

Elizabeth Tringali Student 13 Western Ave.

Nikhil Ramesh Student 23 C St

Poger W. Taniel 180 Main St. (A. Teacher)

Joshua Preston student 131 Singing Pt

Kyle T. ... STUDENT 142 ...

Imanuel ... student 3 Town Way

Laura Cuellar Student 37 J St

ELIZA SE ASTONE STUDENT 939 Nantasket

Asen King student 78 ...



# Hull Environment & Service Corps

## Hull Jr. / Sr. High School

*A pilot of Hull's new "Project-Based Learning"*

I sign in support of the proposal from Hull students, parents, educators, and community members to Dr. Piedad Robertson, Massachusetts Secretary of Education, to establish a new community-based, public, alternative education program based on the interdisciplinary project-based model developed by the Hull Environment & Service Corps of the Hull Public Schools.

**Signature**

**Category**

**Address**

Danielle Tabler    student    33 Main Hull MA 02045

Michael Telle    student    11 S. St. Hull " "

Juni Humpstead    student    301 Newport Rd <sup>Hull</sup> MA 02045

Melinda Brown    student    9 Mayflower Ave

David    student    5 St. St. Hull

David    student    5 St. St. Hull

Walter Schmede    student    22 G St

Sandi Kanner    Student    22 G St

Mike Moon    Student    34 Stanford Rd.

Brian List    Student    no address

Mike    Student    40 St. St. Hull

Amie Noyes    Student    220 St.

# Hull Environment & Service Corps

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**Signature**

**Category**

**Address**

Ed Beebe

13 STANLEY ROAD

Piero

41 Prospect Ave

Mimi Kearney

High School Teacher

128 Somerset Ave

Thomas J. Kennedy

3 RIVERS EDGE RD

Leei A. Jelic

1 Commodore's Court #405

Yvonne Snyder

97 Touraine Ave

Paul D. D'Amato

3 Hawley Place

Debra L. Sinsley

50 Andrews Ave.

John A. Polito

42 Park Ave

Tom Rogers

Former School  
Committee Member  
Town Employee  
Corps member

7 CHRISTINE RD.

Michael Barker

Student

46 Main St

Melissa Stokes

Corps member

Student

32 Porrazzo Rd



# Hull Environment & Service Corps

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Signature	Category	Address
William D. Hunt	Educator	180 Main St., Hull
R. F. Casan	Educator	1 Marine Drive, Hull
Walter T. Casan	Hull H.S. Coordinator	14 Fairbank St., Hull
Nancy Kramer	Med Tech.	235 Beach Ave. Hull
Thomas B. B. B. B.	Resident	165 Beach Ave., Hull
Katherine Bersody	parent	29 Andrew Ave Hull
Walter B. B. B.	Parent	7 Western Ave. Hull
Katherine M. B. B.	RESIDENT	3 SPINNAKER HILL, HULL electric light Dept
Virginia J. Capo	Resident	5 E St
Pauline L. B. B.	resident	13 Standish Rd
Torrey B. B.	STUDENT	"
Denny Koster	Resident	31 Standish Rd

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**Signature**

**Category**

**Address**

<i>Louis Zuda</i>	teacher employee	HHS
<i>William B. [unclear]</i>	Parent	16 Douglas Ave
<i>Ann [unclear]</i>	Parent	20 St.
<i>Robert [unclear]</i>	Parent	20 Street
<i>James M. Redo</i>		381 NANTASKET AVE.
<i>Mont F. [unclear]</i>	Parent	159 SAMOSET AVE Hull
<i>Natalie Hearty</i>	Parent	159 Samoset Ave Hull
<i>Huston Scully</i>	student	108 Manomet Ave Hull
<i>Sonja Dayton</i>	student	1A St. Apt. 102
<i>Betsy Russo</i>	Tax payer	10 Christine Rd
<i>Henry J. Dunn</i>	Chairman Banks & Rec Commission	6 [unclear] [unclear] [unclear]
<i>Margie Dunn</i>	"	parent, President



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**Category**

**Address**

<i>Johnna Andrews</i>	<i>Corps member</i> <i>Student</i>	<i>20 "C" Street</i>
<i>Frank Miller</i>	<i>Corps member</i> <i>Student</i>	<i>38 J. St.</i>
<i>John P. [unclear]</i>	<i>Corps member</i> <i>Student</i>	<i>939 Nantasket Ave</i>
<i>Mary Ann Cloherty</i>	<i>Voter / Citizen</i>	<i>449 Nantasket Ave</i>
<i>Thomas Yaw</i>	<i>"</i>	<i>18 Beacon Edge Rd.</i>
<i>James Howard</i>	<i>Planning Board</i> <i>Parent / Concerned Citizen</i>	<i>Hull</i> <i>18 Oceanside Dr</i>
<i>Tracy Brown</i>	<i>Citizen</i>	<i>18 OCEANSIDE Rd. Hull</i>
<i>Peter [unclear]</i>	<i>Citizen</i>	<i>18 Oceanside Dr. Hull</i>
<i>Judith Van Hatten</i>	<i>Resident</i>	<i>6 Circuit Dr Hull</i>
<i>M. Lydia Cohen</i>	<i>Resident</i>	<i>88 Spring St Hull</i>
<i>Regina Owens</i>	<i>Resident</i>	<i>42 Summit Ave Hull</i>
<i>Jelen M. Weiss</i>	<i>Resident</i>	<i>2 Main St.</i>

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**Signature**

**Category**

**Address**

*Raymond K. Baskin* *Parent* *46 Main St.*

*J. V. Besser*  *10 Chestnut Rd.*

*Mary Messyari*  *29 Edwards St. Quincy*

*J. Matel* *Tenant* *30 Lynn Ave,*

*Joseph F. McDonnell*  *271 Denton St. Rock.*

*Mary McDunnell*  *274 Nantasket Rd.*

*Donna Baskin* *Town Assessor* *77 F St.*

*James M. Talvin* *Chair Board of Selectmen* *66 B St.*

*James B. Humphreys* *Town Counsel* *5 C St Hull*

*Greg Schaller-Kahel*  *13 Oceanview Dr*

*Connetta White*  *81 LYNN AVE, HULL*



# Hull Environment & Service Corps

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**Signature**

**Category**

**Address**

*[Signature]* Parent 936 Nantasket Ave Hull

*[Signature]* Parent 989 Nantasket Ave Hull

*[Signature]* Parent/Administrator 79 Main St.

*[Signature]* Town Employee 253 Atlantic Ave.

*[Signature]* YEAR ROUND RESIDENT 43 PARK AVE.  
*Former Selectman*

*[Signature]* Resident 57 Edgewater

*[Signature]* Resident 57 Edgewater Dr.

*[Signature]* PARENT/RESIDENT 713 NANTASKET AVE HULL MA

*[Signature]* Resident 1037 NANTASKET AVE, HULL

*[Signature]* Voter/Resident 2 Main St

*[Signature]* Voter/Resident 16 Summit

*[Signature]* voter/resident 112 Edgewater Dr

# Hull Environment & Service Corps

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Signature	Category	Address
-----------	----------	---------

<u>C. Anne Murray</u>	<u>Resident</u>	<u>1 Summit Ave</u>
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<u>Laurence M. Cowen</u>	<u>Resident</u>	<u>1 Summit Ave</u>
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<u>Bob Ouellette</u>	<u>Resident</u>	<u>10 Millford St #15</u>
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<u>Dennis Zia</u>	<u>Resident</u>	<u>49 Beach Ave</u>
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<u>Joseph Perry O'Connor</u>	<u>Resident</u>	<u>14 Rivers Edge</u>
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<u>Mr. Sullivan</u>	<u>resident</u>	<u>1089 Nantasket Ave</u>
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<u>Mark O'Leary</u>	<u>" "</u>	<u>14 Rivers Edge Rd</u>
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<u>John Higgins</u>	<u>" "</u>	<u>171 Adams Ave</u>
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<u>Lisa V. Cornell</u>	<u>" "</u>	<u>902 Nantasket Ave</u>
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<u>Salvatore LeBlanc</u>	<u>" "</u>	<u>933 NANTASKET AVE,</u>
--------------------------	------------	---------------------------

<u>Carol Delan</u>	<u>" "</u>	<u>129 HAMPTON Circle</u>
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<u>Joe [Signature]</u>	<u>Resident</u>	<u>2 Faring Rd</u>
------------------------	-----------------	--------------------



# Hull Environment & Service Corps

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Signature	Category	Address
<i>Regina Burke-Mckinnis</i>	Parent resident business owner	94 Main St. Hull
<i>Janet Jackson</i>	Resident	1175 Nantasket Ave
<i>John Margolis</i>	architect / interior designer	Revere, MA 316 13th St Boston MA 02118
<i>Robert P. Quinn</i>	resident	43 Sigourney Rd Hull
<i>Robert P. Quinn</i>	Resident	22 1st St Hull
<i>David D. Quinn</i>	Resident	111 E. 1st St Hull
<i>Charles Murray</i>	Resident	9 Park Ave #305
<i>Ken A. Quinn</i>		74 Edgewood Rd
<i>Steph Borkian</i>		22 Oceanside Dr. Hull
<i>Robert Ruff</i>	Resident	15 E St. Hull
<i>Joan M. C. Collins</i>	Resident	61 Revere St. Hull

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**Signature**

**Category**

**Address**

*Robert [unclear]* 1662 Commercial St Weymouth.

*John Kenney* 1 River Edge Rd Hull

*Michael [unclear]* Corp member  
student 7A 1st Street

*Carol Carlson* Corp member  
student 10 Malta Street.

*Edward J. M. Miller* Corp member  
student 8 Beacon Rd

*Joseph [unclear]* High School  
Teacher  
Employee 165 Nantasket Rd

~~*[Signature]* Parent 131 Somerset Ave~~

*Lina Antone* Parent 421 1/2 Newport Rd.

*Rosemary Walper* Teacher in Hull  
parent 30 Western Ave

*Juri Brandes* parent 7 ALDEN ST.

*Lois De Cicchi* parent 24 'E' St Hull

*Anthony De Cicchi* Parent 24 E St Hull



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**Signature**

**Category**

**Address**

<u>Mary Lou Pratter</u>	<u>parent</u>	<u>939 Nantasket Ave, Hull</u>
<u>Frank Barnes</u>	<u>resident</u>	<u>24 Douglas Ave Ext, Hull</u>
<u>John Paul</u>	<u>resident</u>	<u>23 Bliss Hull</u>
<u>Paul Hansen</u>	<u>resident</u>	<u>19 Sagamore Terrace</u>
<u>William J. Matis</u>	<u>resident</u>	<u>83 Main St. Hull</u>
<u>Mary Jo Camo</u>	<u>resident</u>	<u>12 Massachusetts Ave. Hull</u>
<u>Robert J. Hahn</u>	<u>parent</u>	<u>1174 Newmarket Ave Hull</u>
<u>Eric Rowe</u>	<u>RESIDENT</u>	<u>14217 SAMSSET AVE.</u>
<u>Hyatt Long</u>	<u>RESIDENT</u>	<u>42 BELMONT STREET</u>
	<u>student</u>	
<u>David Simyabuk</u>		<u>57 Nantasket Ave. Hull, Ma 02045</u>
<u>Paula Brown</u>		<u>94 Nantasket Ave. Hull Ma 02045</u>
	<u>Owner</u>	
<u>Brian S. Ashley</u>	<u>Resident</u>	<u>50 Andrew Ave.</u>

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**Signature**

**Category**

**Address**

<i>Elliott J. Paul</i>	<i>Educator</i>	<i>Suffolk University</i>
<i>Paula Sweeney</i>	<i>Government</i>	<i>9 Bluff Rd.</i>
<i>William J. Chisholm</i>	<i>Resident</i>	<i>7 Crest Road</i>
<i>Thomas M. Chisholm</i>	<i>Resident</i>	<i>7 Crest Rd.</i>
<i>Charles A. Penney</i>	<i>Resident</i>	<i>68 St</i>
<i>Richard T. Burke</i>	<i>Resident</i>	<i>6 Christine Rd.</i>
<i>James J. Benavente</i>	<i>Resident</i>	<i>12 Christine Rd</i>
<i>Paul M. Gomez</i>	<i>Resident</i>	<i>15 W St</i>
<i>Paul H. Coulfield</i>	<i>Resident</i>	<i>127 Spring St.</i>
<i>John Crawford</i>	<i>Resident</i>	<i>5 Telegraph</i>
<i>Kathleen Connor</i>	<i>Resident</i>	<i>64 J St</i>
<i>Sullivan</i>	<i>Resident</i>	<i>68 Hill St.</i>



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Signature	Category	Address
-----------	----------	---------

Mendy Grossman	Voter	1185 NANTASKET AVE
----------------	-------	--------------------

Scott Dwyer	G2	HIGHLAND
-------------	----	----------

L. K. Rennie	Voter	9 Willow
--------------	-------	----------

Mark White	104 Rear Spring St.	Hull, Ma 01901-15
------------	---------------------	-------------------

Joseph A. Lanni	807 MAIN ST	HULL MA
-----------------	-------------	---------

Grylls	Voter	55 N ST Hull, Mass
--------	-------	--------------------

And Hur	75 Highland Ave	Hull
---------	-----------------	------

Kathy Sullivan	11 Crest Rd	Hull, MA
----------------	-------------	----------

Al Palazzo	18 Kenton Ave	Hull Ma
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**Hull Environment & Service Corps**  
**Hull Jr. / Sr. High School**

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**Signature**

**Category**

**Address**

*[Signature]*

RESIDENT/PARENT

12 BEACON RD HULL, MA 02045

Warren Keller Resident/Parent 22 Bradford Ave Hull 02045

Ellen J. Gilling Resident/Parent 6 Holbrook Ave Hull 02045

Nancy Ehrlich /parent 6 Glover Ave 02045

Edith August, Resident 15 Bradford Ave Hull



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**Signature**

**Category**

**Address**

<u>David J. Williams</u>	<u>Resident + Educator</u>	<u>136 Kempton Circle Hull, MA</u>
	<u>+ New Parent</u>	
<u>J. Matal</u>	<u>Resident + scientist</u>	<u>30 Lynn Ave., Hull, MA</u>
<u>Patricia A. Muller</u>	<u>Resident + parent</u>	<u>2 Alden Ave Hull Ma</u>
<u>J. Dougherty</u>	<u>resident + teacher</u>	<u>50 Andrew Avenue</u>
<u>Sarah Griffin</u>	<u>Resident + Parent</u>	<u>12 Beacon Rd., Hull</u>
<u>Pamela Coney</u>	<u>Resident + parent</u>	<u>936 Nantasket Ave.</u>
<u>Kepner Gardner</u>	<u>Resident - parent</u>	<u>43 Beacon Rd. Hull.</u>

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**Signature**

**Category**

**Address**

<i>Robert S. Simon</i>		<i>23 Tierney Ave.</i>
<i>Annunzio Haley</i>		<i>20 Tierney Ave</i>
<i>Therian Johnson</i>		<i>9 Tierney Ave</i>
<i>David C. Johnson</i>		<i>9 Tierney Ave</i>
<i>Trinity R. Jennings</i>		<i>2 Alder Ave</i>
<i>Kelly A. Shanahan</i>		<i>30 Highland Ave, Hull, MA</i>
<i>Edwidge Waf. Burns</i>		<i>8 Kenton Ave, Hull, MA</i>
<i>Michael Savage</i>	<i>Educator</i>	<i>South Shore Educational Collaborative Shingham, MA 02043</i>



# Hull Environment & Service Corps

## Hull Jr. / Sr. High School

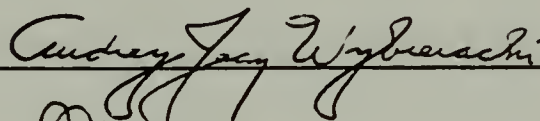
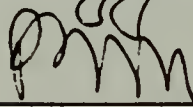
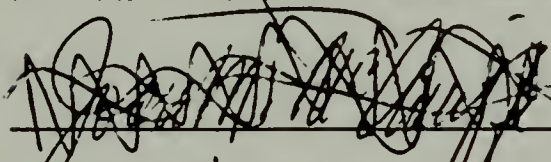
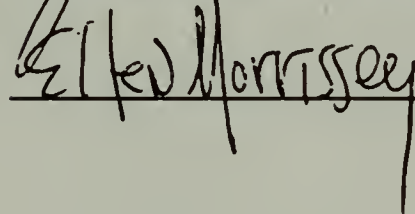
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**Signature**

**Category**

**Address**

	Resident	136 Hampton Circle, Hull MA
	Resident	136 Hampton Circle, Hull MA
	Resident/Educator	22 Atlantic Ave Hull MA
	Resident	1095 Nantasket Ave Hull

# Hull Environment & Service Corps

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**Signature**

**Category**

**Address**

*Cynthia Casimiro*

*Resident*

*One Christine Rd Hull, MA.*

*Ann Gentry President*

*3 Holbrook Ave, Hull, MA*

*Resident 702 Nantasket Ave, Hull, MA*

*702 Nantasket Ave, Hull, MA*

*702 Nantasket Ave, Hull, MA*

*Sam A. A. -*

*FISIPERS*

*17 LAFAYETTE RD*

*M. (Vale)*

*Resident*

*33 O St*

*R. L. L.*

*59 Utility Road  
Salem, MA*

*62 1st St*

*30 -*



7/2/94

Trustees,

I am very interested in my child's education, and specifically, an alternative form of education for her. I am more interested in having her be interested in learning, be excited by learning, that I am in exactly what she learns, when. The Charter School has the ability to offer schooling in diverse forms, with parental involvement. I want to be involved in her learning and also that of other children, if possible.

Choosing to be a participant in my child's education alone, should be helpful to the Charter School. Beyond this, I can also offer my interests in Early Childhood Education classes (Quincy College) my interpersonal skills, and my general delight in being with preschool children. Both Debra Kirby and Jo Touchette know me.

Also, since my background also includes that of professional chef, I am willing to help on the pot-luck dinner seminars as needed.

Sincerely,

Lathrop Leary (K.T.)

Dr. Robertson

Re: Reference for Mr. Tim Anderson

I am the proud parent of 3 Hull School children

I am very active in town + school projects - being on many commissions + boards. This has allowed me to work closely with Mr. Tim Anderson on many project based learning programs. He has pioneered - created - staffed - funded + followed thru on the Corps + other projects that my children + others have grown - learned - flourished + succeeded in.

On a personal note Tim + Jo Loughrone are very high quality individuals.

Thank You

Craig L. Wolfe



939 Nantasket Ave.  
Hull. MA 02045

February 13, 1994

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Secretary Robertson:

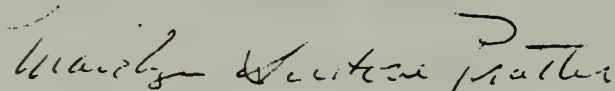
I am writing to urge you to give the Hull Charter School proposal your most serious attention. I feel it is a well-conceived project, put together by inspired and insightful individuals, which promises to meet an urgent need in our community.

My husband and I have eight children, seven of whom have attended Hull public schools. Obviously we are deeply committed to education, and we feel that Hull needs this program urgently and, furthermore, will prove to be richly receptive to it.

Mr. Anderson and Dr. Loughnane have distinguished themselves repeatedly by their intelligence, insight, energy, and determination.

I feel the proposed Hull charter school is a great, well-thought-out plan, conceived by extraordinary individuals, and is desperately—and immediately—needed. I am convinced that, with your support, it will take root in fertile ground and flourish, becoming a great example and resource for the whole state.

Sincerely,



Marilyn Seastone Pratter

February 12, 1994

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

Dear Dr. Robertson,

I am writing to express my support for the proposed South Shore Charter School in Hull.

I have a BA degree in Psychology from Wesleyan University in Connecticut and have not worked outside of the home since my first child was born. I now have four children: two attend the Jacobs Elementary School in Hull and two younger children are at home.

Both of my older children have been fortunate in having Dr. Josephine Loughname as a Kindergarten teacher. I have complete confidence in her teaching abilities and am always impressed by her progressive ideas and her respectful attitude toward children and parents.

Dr. Loughname is one of the few teachers at the Jacobs School who has encouraged parents to participate in the classroom. I feel strongly that

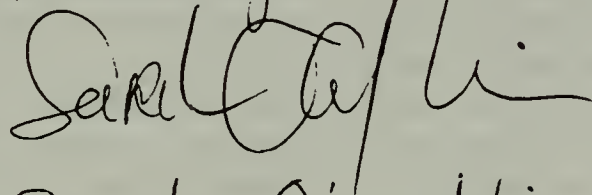


(2)

parents and other community members are valuable resources for our schools and that we need programs to allow for their involvement. All of my efforts to establish such volunteer programs have been soundly defeated by the principal and a majority of the teachers, with no reasons offered.

The existence of another choice of a school, such as the proposed Charter School, would have a positive effect on the entire system. Teachers and school administrators may finally have some incentive to listen to parents' concerns and implement long overdue changes to the educational system in Hull.

Sincerely,



Sarah O'Coughlin  
12 Beacon Rd.  
Hull, Massachusetts 02045

Corie Fehsenfeld

62 Vautrinot Avenue  
Hull MA 02045

617-925-5110  
Fax 617-925-0992

February 14, 1993

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston MA 02108

Re: Proposed South Shore Charter School in Hull

Dear Dr. Robertson,

As an ex-educator and current Education Reform Activist, I am in full support of the South Shore Charter School in Hull. I currently sit on both a School Council as a parent participant, and the System Wide Council. I am fully committed to change within the existing educational structure and see the Charter School in Hull as an extraordinary opportunity to promote that change by model and challenge.

Our school district has a jump on educational reform. Through the tenure of our last superintendent, Claire Scheff, the change cycle began. With the recent hire of our current superintendent, John MacLean, the change continues. We are feeling the momentum beginning to erode the resisters.

The Hull Environment and Service Corps is an outstanding example of significant educational improvement in which the community became integrally entwined in the process of engaging the minds and actions of our youth. Those in the Corps have had the unique opportunity of taking the information delivered to them by the High School and using it to make Hull a better place to live. I consider the challenge of using knowledge while interacting with shareholders to reach common goals the foundation for the future strength of our nation.

Jo Loughnane and Tim Anderson are highly committed to students learning and teachers guiding. They have actively worked on creating educational environments that excite and promote growth. The kids they work with are educationally alive. Their history of program design speaks to their excellence in both understanding the needs of the students, and of the required structural elements to perpetrate a program's success.

Given the caliber of Jo and Tim as far-sighted and well-tested educational planners, and the progress made in reducing the barriers to change within the Hull schools, I think the selection of Hull as a site for a charter school speaks well to the success of Charter Schools and Educational Reform. This success will be felt by our town, and those surrounding us. More importantly, it has great potential for becoming a model for use within the Commonwealth and our nation.

In closing, my kids deserve the opportunity to be educationally alive. They need educational options to the current paradigm that is taking the natural energy and excitement of a nine year old and replacing it with passivity. Please give Tim and Jo the well-deserved opportunity so my child's education may be salvaged.

Corie  
Fehsenfeld

175



14 February 1994

Dr Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place Room 1401  
Boston, Massachusetts 02108

Dear Dr Robertson,

I am writing in support of the South Shore Charter School in Hull. I have absolute confidence in the capabilities of Dr Josephine Loughnane and Mr Tim Anderson with regard to this educational program. I am a parent of four children, the oldest of whom is in second grade at The Lillian Jacobs school in Hull. I have a degree in Mathematics from Boston College and worked in the Computer software industry until my second child was born, at which time I decided to stay home with my children. I am a member of the Hull Parent /Teacher organization. My oldest child was fortunate to have Dr. Loughnane as her Kindergarten teacher. Dr Loughnane encouraged me and ~~and~~ other parents to come into the classroom on a regular basis. This was a great experience for both me and my daughter. I felt that my participation in her educational experience at school helped her and her classmates realize <sup>176</sup> that parents and community members believe that how our

Children spend their time at school, learning, is important.

While I certainly respect my daughter's first and second grade teachers, I regret that regular parental involvement is not at all encouraged. I would love to have Dr Loughnane as my children's teacher at every grade if it were possible. She recognizes the different needs of her students and seems to be able to challenge all of them while giving them a secure environment ~~to~~ in which to learn. She welcomes parents to share in and contribute to the experience.

While I have not worked with the Hull Environment Service Corps, I have certainly followed its progress. Tim Anderson has done a wonderful job putting this program together. We in Hull are very lucky to have such a committed individual willing to give so much of his time and energy to our children.

I believe that the South Shore Charter School will certainly benefit our children and lead the way positive changes in our schools.

Sincerely,  
Patricia A Mullen



Dr. Francois Martel  
30 Lynn Avenue  
Hull MA 02045  
(617) 925 3893

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston Massachusetts 02108

Dear Secretary Robertson,

I am writing in support of the proposal from Hull students, parents, educators and community members to establish a new community-based, public, alternative education program building on the interdisciplinary project-based model developed by the Hull Environment & Service Corps of the Hull Public Schools.

My family has been residing in Hull, since June 1992. I became a member of the Hull Memorial School Technology Board at the end of 1992, after which I proposed and volunteered to conduct with the support of the Memorial Middle School, an education experiment to teach the fundamental concepts of physics to a 6th grade class. This experiment is going well, and will last until the end of this Spring.


Although my work experience has been centering in the fields of space research and engineering (see attached resume), I have taught classes in mathematics and physics, and tutored students in the same fields. I am very interested in the education process, and I have enjoyed greatly my teaching tasks.

My education included six years of home school in France, with little supervision, between the ages of 10 and 16. That successful experience gave me interesting insights into the education process, and the relative effectiveness of different approaches. I intend to volunteer that experience at the service of the Hull alternative education program, especially to help set up the academic education system.

I believe that the project-oriented education as proposed for the Hull Charter School provides an integrated environment where students will be led to learn and perform to their best.

I met Tim Anderson at the Technology Board meetings and through other school related activities. I am very appreciative of Tim's integrity, intelligence and dedication in his initiatives to improve education in our area in collaboration with the Hull community. He is most suited to lead the development of the Hull alternative education program, and he has my support in this endeavor.

Regards



Francois Martel, 2/14/94

8 Kenton Avenue  
Hull, MA 02045  
February 14, 1994

Dr. Piedad Robertson  
Secretary of Education, Commonwealth of MA  
One Ashburton Place, Rm 1401  
Boston, MA 02108

Dear Dr. Robertson,

I am writing in support of the proposed South Shore Charter School in Hull. As a rehabilitation counselor and former teacher (maine teaching certificate, K-8) I am concerned with the availability of quality education to every child in the community. This Fall my son will enter Kindergarten and I am primarily concerned that his needs as an individual be met in an educational setting. I am confident that the proposed Charter School with its emphasis on individualized instruction would afford any child the opportunity to begin their public school experience in a positive environment.

Tim Anderson and Jo Loughname have contributed their skills for the betterment of the community by creating and supporting a number of worthwhile projects. I feel strongly that their background and commitment to quality education would serve our town well in a school setting. I have been impressed by Ms. Loughname's credentials and teaching methodology, and I plan to request her as my son's teacher, wherever she may be located.

One of President Clinton's five goals for improving the educational standard in this country is to increase parental involvement. I believe that the charter school, with its intergenerational approach and emphasis on community involvement is designed to fulfill this goal. As a concerned parent and former educator, I want to be involved in my son's formal education. I feel that the proposed Charter School would be receptive to parental input, perhaps more so than is the existing public school system.

In summary, I support the proposed Charter School in Hull because I believe its emphasis on individualized instruction and intergenerational involvement would benefit the children of Hull as individuals and the community as a whole. It is my hope that you will support this proposal.

Sincerely,

Randolph Wolf Burns



The corps has taught me a lot about environment and service issues. In the environment side I have learned about Straits Pond, Wier River, recycling, and community service. And in the service section, I have learned about gerontology, access, and community service.

At Straits Pond and the Wier River, we are trying to cut down the midge population. And we are working on water purification. We go to designated sights on the river and pond to take water and mud samples. At the lab we recently did an experiment. The experiment was to see how fast midges moved towards water. We had to find the midge larve in the mud. Finding the midge is very frustrating. Then put a limited amount of midge into a container with fresh mud. Tilt the container and add water. That is all I have done with pond.

In recycling we have only done are transfer station. The transfer station collects bundled paper, cardboard, motor oil, and metal products. Mr. Doniger has asked the new people to think of some <sup>Recycling</sup> ideas for the school. He <sup>Also</sup> wants to expand the transfer station to glass and plastics.

Community service under the enviromental aspect is <sup>our</sup> ~~are~~ tree planting proposal. All we have done is talked about it with Mrs. Leary and Mr. Parent.

In gerontology we have talked to people from South Shore Elder Services. We talked to them about meals on wheels, volunteering, and elders needs. I went to a meeting in Cohasset with Mrs. Taylor. The people talked about the different agencies

that are out to help elders. There was a <sup>new</sup> group called S.H.I.N.E. They help elders with financial problems. I have <sup>also</sup> learned to communicate with elders better.

In access I have gone to a two day training in Salem to become an access monitor. I have done surveys at the school and in Salem. Since the training, every where I go I check the accessibility. I have talked with Mi-Ra Lee and the second year people. They told me about most of the things that were at the ~~meeting~~ <sup>training</sup>.

The projects I have chosen are gerontology, access, and recycling. I chose gerontology and access together because they are closely related. And for some strange reason I like <sup>them</sup> ~~it~~. Recycling I <sup>just</sup> want to be in, but if it conflicts with the other two I will drop it.

The one main reason I am glad I joined the corps is because of the people that I have met. Last year Frank and I had gym together. Being in different grades and not knowing each other we got into a lot of arguments and got very competitive. Now that we were forced to know each other we are friends. That is same with a lot of the other people. If I didn't join the corps I would have never had a reason to met them.



Carol Carlson

December 3, 1993

Term Report #1

I have had mixed feelings about the Corps since I joined. Since I mainly do just the video taping of Corps events I felt not wanted or accepted. Some members made me feel this way but the majority did not. I think this is because I did not participate in some of the Corps activities I did not because I felt that my job was only to video tape and not to join in with all the other activities that the new Corps members did. Now I feel much more accepted, I think this is because the other members are more used to being in front of the video camera and more accepting that we are there to video tape. I feel that the Corps is job that teaches the responsibility that I will need to know when I am out in the business world and on my own. I feel that I have given the members of the Corps a chance to began to learn to feel comfortable in front of a video camera which I hope will pay of in later life if they want to become someone who is in a position to be on camera a lot.

I feel I have gained knowledge on a varity of subjects relating to Hull's environment and people. I have especially learned a lot from the speakers from the South Shore Elder Services about their nutrition program, including the Meals on Wheels Program and their home care services and visiting nurses. I especially liked hearing from these speakers who enlightened me on what is out there for elders who are without the help of their families and friends.

December 3, 1993

Carol Carlson  
Term Report #1

I have also gained knowledge about the Straights pond/Weir river project. I have learned some ways it effects our environment and what they are trying to do to make the bad affects on the environment to become less devastating. I learned how everything interacts in the environment in a game we played pond orientation with Linda Beres.

I hope that for the year ahead I can video tape more things and get involved in other things to. I also hope that the problem that I faced at times in the past will not occur as often. This problem was a shortage of video tapes, at times during the past few weeks I was asked to video tape and did not have a video tape and had to regretfully tell them that I could not tape that day. I hope in the year ahead I can polish up my video skills by working with Bill Mcalgin at Continental Cable and moving on to work on other things with the Corps. I also would like to do more in the Corps in terms of the Gerontology projects. I am interested in getting involved with their projects. I am quite interested in doing this as a major portion of my time in the Corps. I like this part of the Corps because it would give me a chance to work with the elders and help them with what they can't do. It will give me a chance to work more with the people in the Corps and broaden my experiences in the world and will give me a chance to learn how to act around people which will help me a great deal in later life.



July 6, 1994

Dear Mr. Tim Anderson,

I have enjoyed participating in the Corps. Environmental program, working on both the Straits pond project and the Weir River project. You have done a great job with the projects and their respective leaders. Thank you for making the program possible and all the help you've given to me and the other Corps. members.

Although the Hull Environment and Service Corps. is coming to an end, I would like you please find funding for me to continue with the environmental programs that I am involved in for the upcoming year. I understand that this will be under the auspices of the South Shore Charter School and it will not be automatic. I am also interested in participating in the South Shore Charter School as a student in 1995.

Thank you for your time and effort in making this possible.

Sincerely Yours,

Terrie Carlson



Sharon Carlson



Terrie Carlson

December 1, 1993

### Term Report

Working in the corps so far this year has been an enjoyable experience with which I hope to continue. I am involved in several projects and I am starting a couple different projects on my own ,but i am most involved in the pond project and the recycling project along with a minor part in trees and parks. In the pond project i am in charge of keeping the lab files organized and neat as well as setting up for studies and keeping the data sheets in order so they will not get lost or misplaced in the lab. I also attend weekly recycling meetings and work at the center twice a month .I also enjoy attending the weekly trees and parks meeting to help plan the tree planting project in the community . In the up coming weeks ,Peter butler and I am going to start organizing the Weir River management plan which will carry on through out the summer and will hopefully become one of my major projects. I am also putting together two more separate projects different then those listed above and will include several members of the new corps members .These project include a pamphlet which will be distributed to residents surrounding the pond and will include information on whats going on with the midge population and what one can do to control it in their area as well as information on how to either obtain or build an effective midge trap. I hope to have this completed by early spring. The other project which I am doing incorporates the hull girl scouts and another corps member. This project involves taking water samples out of a closed calm flat which has been closed for an extended period of time due to high fecal counts, and having samples tested at the hull sewer plant for a period of about eight to ten weeks with a possibility of being shown how to conduct the tests myself. I am also trying to



trying to set up assertiveness training for the second year corps members.

What I hope to get out of the rest of the year is more experience in the pond and river as well as the other projects I am involved in .

With the new corps members , I am looking forward to working as well as learning along with them. For the students who will choose pond as their major project , as well as gerontology can become closer together and work as more of a single team working on two different projects instead of working more like two different projects working toward two separate goals when they both have similar ones , but different aspects which is to help make the community a better place. I feel that last year's division can be avoided by including the other team members on monthly updates of what the other team is doing currently and vice versa. This can be helpful to the members who want to get involved in the other teams projects, as well. The new corps members are will be a good asset to the corps and it's programs. With the new members I have worked with so far, I have found that they are willing to learn and participate in the studies and other projects.

The new video participants of the corps, I feel will and can be a benefit to the general program ,taping important events such as the weekly board meetings and kept for reference and the general use of the corps. One example of their fine work is when the group from Revere visited and the whole visit was recorded by the camera crew.

I hope further visits with the corps from Revere can be arranged. It was an experience where I not only learned about how the other members of their worked and lived but I also learned a few things about the people I see and work with everyday.

In the upcoming months , I look forward to making new friends getting to know better the friends that I have already made and I know that the following months will be as good as the last few months have been.

## Curran 1

For the year of 1993-92 I was employed with the Hull Environment and Service Corps. During that year my position at my job was a senior corps. member . As this I applied my knowledge to others to help them learn how to do their job. Progress was made , students learned the basics and much more.

Currently , most of students I helped last year have been repromoted to this position themsevles . For my second year I too was promoted , as a crew leader . With this new position my involvement with the corp. increases as a whole .

Along with last year corp. members ; about 11 more students were hired. During the first months of rehirement I strongly feel that progress has already been made ( tremedous progress ).



## LEARNING ABOUT THE PRODCJECTS

Like the year before , new members went through a period of oriantation and team building . This gave me a chance to get to better know the new members. One particular incident comes to mind when I think of this. During a Straits pond orientation we discussed the topic of ethics. This gave every one a chance to see how we think towards topics wich involve personal and critical thinking. The experience was definately positive; one that I'll remember whe I think back to the corp. in later years.

## PERSONAL ACHIEVEMENT

As a crew leader I do feel I have accomplished many things that were to my advantage and just as importantly to the corp. , that gave me these opporitunities.

When I was rehired my envolvment with gerotology and community service increased. This gave me a chance to broaden my horizen oppose to just Straits Pond work (wich I do enjoy greatly ). For community service I have helped put together a brocher about the community service program

### Curran 3

in our school. I'm involved in a new program that delivers weekend meals to 14 homebound elders and people with disabilities. Recently I've written up a press advisory for this project. I have attended a community schools meeting where I strongly expressed my opinions. I've met with a lady from the YMCA and we updated a surveye for the 7th,8th, and 9th grades.

I find it sometimes dificult to balance allthe different tasks , but I am learning as time goes by. What expecially helps me learn and improve are the weekly board meetings. At the staff meeting I learn how to be more mature about the work I'm invovled with , befcause I want to prove I can Do just as a good as most adults. Ocasionally I conduct the weekly member meetings , this gives me a chance to organize the corp. so thing go smoothly in the end. It gives me a sence of accomplishment when we had a productive meeting whenI keep issues on task.



Curran 4

### GOALS

Over time I have developed strong goals tha I hope will become a sucess. First I hope to make progress within the already ongoing projects that I'm invovled in. In addition , I hope to get started with an advocacy group. This summer I want to start a Community Art Center.

### A THANKYOU

Thankyou for the opporintunity to present a speech for the Open Space Bond Bill. Where I got to meet such dignataries as the govenor, L.T. govenor, MDC commisioner, the senate president, and the secretary of enviro.. It's opened a lot of doors for both the corp. and myself.

Edward Mills

Hull environment and Service Corps

Term One Report

December 3, 1993

The second year of the Hull Environment and Service Corps is more responsibility, more challenging, and most definitely more fun. Being a senior corps member has taught me how to do projects by my self, with out any supervision, and professionally. Being a senior corps member I have learned to be a productive member of the board. Being a senior corps member has taught me how to balance a job and still excell in school. Being a senior corps member has also made me more aware of the job Mr. Mazzulli and I have much more respect for him.

✱  
For my second year I would like to have my role and my direction in the corps to generally stay the same, but with a few changes. I want to continue with Human Services and Recycling, but I would also like to take more of a leadership role and quite possibly become more<sup>involved</sup> in the Weir River Estuary Park Program. This year I would also like to become more involved with our sister school in Franklin Tennessee.



In the past several months of being a senior corps member I feel that I have placed my best foot forward and I feel that I have become much more committed to the corps. I feel that in the past several months that I have become a friend to the new corps members as well as a leader. I feel that I have been <sup>supportive of</sup> every corps member. I feel that I am trying to make more outside people aware of us and what we do. The most important thing that I feel that I have contributed to the corps is that I am helping to bring the corps back together once again and I hope the separation of the groups will not separate us and cause enemies, like it did last year.

All in all I feel that the second Year of the Hull Environment and Service Corps is going well. I am extremely happy with the new corps members. I am excited about the new video crew we now have. I am estatic about the projects I have the opportunity of doing and the people I will meet and work with. This year is the first year of many that I will gear myself to college and my future careers and this is thanks to the Hull Environment and Service Corps

Frank Minasi

December 3, 1993

### Term Reports

During my second year as a corps member I have had many new and interesting challenges and opportunities. For instance I have received greater authority and a chance to run projects. Since I have been rehired as a senior corps member many new good and bad changes have happened. I have gotten the opportunity to work with new people which I would not have know otherwise. I have also been given more authority which is beginning to improve my work skills.

I really am enjoying the chance we have this year to pick up new projects . I really like the idea of starting a project and with assistance you can basically run the whole show. I feel that the projects that at the moment are the most interesting to me are elder hostel, SSES and Hull COA in home help, and I also enjoy my advanced role in construction in general. I hope I can continue to be involved in such worth while projects as these. I feel really strongly about getting some more of my project started.

I feel that the second year in general has many good improvements. For once we can sit down at a board meeting in a civilized fashion and actually pass laws and debate pressing issues. I like the way the new corps members have incorporated themselves into the corps. I am really looking forward to working closely with them. Now that I am a senior corps member I have many new chances to improve my resume and



transcript. I hope to get an intern shift at some respectable agency. I also hope to try to build better access in the town of Hull. In the past year we worked primarily worked on learning the access laws rather than enforcing them. I hope to this years build access in stores and shops throughout Hull. I feel that the most influential project that I am involved in is preparing informational packets to those elders whom requested it during our phone surveys last summer. I feel that this year the corps has a chance to improve it's position in the town. I feel by doing some worthwhile cause such as working at the holiday bazaar and maintaining the towns recycling center. I feel by doing this we can really show the community what the corps is and what we can do. I hope that we can work on planning more fund raisers so that we can work on keeping elders in there home and also to help other worthwhile causes.

I personally feel that breaking us down into specific projects is a really good idea not only to enable us to work together but also it helps us to get a taste for what the real world is.

I definitely feel that the corps has improved and I hope that I can be a large part of the changes. I think that the lessons this year are more concise and thought out. I really feel that access and gerontology have improved and since we have such interested students we can only improve.

In working with the corp I feel like I have gained a lot of responsibility, friends, and opportunities. There are not a lot of jobs out there that trust you enough to represent yourself and them to the press, public officials, and anyone else that might inquire about your job and not only does the corp trust you with this responsibility but encourages you to do this. Another thing that gives you a lot of responsibility is the board, we get to make up laws and vote on them and represent them to our superiors and if they are reasonable and well thought out we get to enforce and practice these laws. The corp requires a lot of teamwork. In my experiences this has made my job so much more enjoyable because since we have to depend on each other, communicate, and care about each other I consider everybody as my friends. I have not had much experience working with others in a professional atmosphere but it gives you a sense of security because if you can not solve a problem by yourself a couple or all of us can get together and figure it out. Since I have taken on this job there have been many opportunities given to me. One of them is to learn how to communicate in sign language. Another one is to learn CPR. I have gained so much experience in working with the corp. I



have worked with elders in the community. In working with the Straits Pond project I have had on hands experience in doing water tests, taking data and actually getting out there and have done studies from which does not end after coming in from the cold. After that you have do some water tests or count midges or any other test that may help us be able to bring the pond into a living pond again. Since I am going to graduate soon hopefully this has shown how people have put their college degrees to use and enjoy the jobs they are in.

I knew when joining the corp that they would expect a lot from me and I feel that I have not disappointed them as of yet. When Peter Butler asked me if I was interested in helping him with his project it made me feel like I was a good worker and dependable for him to choose me as someone to help him get his project going. I have also noticed when just the new corp members are doing things by ourselves in a group and things were starting to get out of hand myself and some others would get us in focus and try to think of a more logical way of solving a problem. I would also like to think in times of stressful situations for others that I am able to make things

a little lighter or easier for them. I think I have showed the others if I can help them I would which hopefully is a good asset to the group. Another thing that I have personally added to the group like every one else is time. Although I think it has been well spent it has made seeing friends, doing school work, and seeing my family a little more than just careful planning. It has been more like making sacrifices and making life a long list of priorities, unlike the way things used to be before I started working.

Gina Orfao



139 Nantasket Avenue  
Hull, MA 02045  
February 14, 1994

Mr. Fredrick Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Secretary Robertson:

My name is Julia Pratter and I am a Hull student. I have worked with the Hull Environment and Service Corps for one year, most recently in a leadership capacity, and I am very interested in charter schools. I believe that Hull seriously needs one.

Until recently, I attended Hull Jr/Sr High School. I walked through three years, making excellent grades with only minimal effort. My schoolwork did not interest me, and I found myself studying information for a test and then forgetting it the subsequent week. I did not like heterogeneous grouping, and for me, writing research papers was excruciating torture. In my junior year, after a catastrophic series of mandatory school research reports, I was hired by the Corps, and my entire attitude toward learning changed.

I worked on environmental projects, mostly in studying the pollution of nearby Straits Pond. In our pond studies, we needed to understand the concepts of biology, and I got to know chemistry in a whole new way. The pH scale became important in a real life situation, whereas in my chem class it was a day's discussion. For the first time in my life, I enjoyed doing research, because the information was immediately applicable to a problem I wanted to solve. It especially helped, I found, to discuss my work in groups, because explaining to others helped me to fully understand the material. I learned to be self-motivated and to work in a team. I was then promoted to a staff position to assist Mr. Timothy Anderson with the Charter School project.

My role was to collect signatures in support of the proposal, and in doing so I had to explain the charter school's objectives roughly 6.02 x 10<sup>23</sup> times. (I was not allowed to say the word "charter", however; it was deemed too political). To explain our meaning of "alternative education", I would talk about the accomplishments of the Environment and Service Corps. I would use the pond studies as an example of interdisciplinary learning. I described how in school, biology and chemistry are separate subjects. We study them in different years. In the Corps, we study the sciences as they are in nature: inseparable. We've had to learn to use computers to keep track of our data, and to coherently write a report explaining how we arrived at our findings. (I am currently an engineering major at Suffolk University and that's essentially my course load.) People responded enthusiastically in almost all cases: some people were worried about their taxes increasing. This positive response made me very hopeful; I think that if this proposal

school existed, the community would get behind it one hundred percent.

Dr. Robertson, I think that Hull High School, although full of excellent teachers with good intentions, cannot satisfy the diverse educational needs of its students with a "one-style-fits-all" structure. The charter school could serve as a guide, to show different ways of implementing change. In the short term, it would afford Hull students a unique educational opportunity. I beg you to consider Hull as a recipient for a charter.

Sincerely yours,

*julia prattler*  
Julia M. Prattler

P.S. I have known Mr. Anderson for five years, and I know him to be deeply committed to the students of Hull. His guidance has helped me through several dubious school projects, and he always inspires me with hope for the future of education in our town. He is always encouraging of student initiative, yet from working with him in the Corps I know him to be well-versed in protocol. Mr. Anderson's unique combination of qualities make him a superb leader, unlike any school administrator I have ever known in his flexibility and creativity. He has helped us all to learn to be leaders in our own right. He would be ideal to lead this charter school.



Julia Pratter  
Hull Environment & Service Corps  
Term Report  
12/3/93

First, I would like to say that I love being involved with the Corps. I have never been in a job situation which afforded me so much personal satisfaction and responsibility yet acknowledged my need for guidance and affirmation of tasks accomplished. This is my second year of working with the Corps, and I am currently learning to be a Corpsleader. My training has been an exciting and educational experience: I've gone to Outward Bound, participated in a really-and-for-true staff meeting, and helped to inform others about our group, most notably in a conference workshop in front of forty people (and my school principal!).

After a rocky first year, I was a bit apprehensive about being one of "them," the staff. The hiring of new people was a bit stressful; were we supposed to pick the kids who would clearly succeed, or try to sound out hidden potential in ones who did not shine as brightly? Fortunately, we were able to hire everyone who we interviewed.

Integrating the new Corpsmembers has been tricky. Sometimes I catch myself whispering in a Board meeting, only to realize that I'm supposed to be facilitating. I've also had some boundary struggles with a few people, and I'm still not sure where the line is between boss/worker and "hey, who does she think she is?" Despite the hardships, though, I feel as if I've learned a hundred hard lessons. For instance, that shouting at people does not necessarily make them want to do what you say. And how to rope in people after a break. And how to keep a Board meeting going according to the agenda. All in three months.

It's hard to say how I've most contributed to the Corps this year. I've helped to train the new Corpsmembers in pond study techniques, and of course there's my bond with our computer. Teaching data entry has been entertaining, especially when I got to watch Linda try to move the mouse by waving it around in the air. As I'm just beginning to understand the reasons our organization works as it does, I can see other C'Members making the same

assumptions I made last year. What I hope to continue to contribute is my understanding. If I can explain the philosophy as well as the structure of the Board, then maybe the First-Years won't have to make the same mistakes as we did. If their learning process could be expedited, then by the time I leave in September we could have-gasp-a functional Constitution! No more Monty Python routines during meetings! A cohesive, inclusive group structure, capable of accomplishing the mammoth tasks that we have taken on! Through the excellent guidance of Mr. Mazzulli and Mr. Anderson, I have realized how I can help the Corps as an individual.

What I'd like the most is to be involved in the renovation and management of the Nantasket Pier project. I realize that this is still on the drawing board, but I am excited and hopeful that it will go through. Hull has the most beautiful scenery of anywhere I've ever lived, and I believe that with some kind of community center the town could pull itself together. Without too much of a tangential journey, I'll attempt to explain myself.

The kids in my high school seem much too resigned to their situations. They accept the fact that they are not trusted to go to the bathroom unaccompanied, or to wait in a classroom without a licensed professional. If there were a place for them to gather, where they were treated as important members of society instead of potential criminals, perhaps we could pump some spirit back into the community schools. And if the administrators realized that they held six hundred motivated thinkers rather than ten stars and five hundred ninety sheep, maybe some changes could be made in the school. And then the building would be barraged with positive press, and professionals from the community might want to join in and help. Then we would really be a community, built around a community center. Is this too fantastic?

I realize that all of this will not happen overnight; that it might take decades. But if organizations like the Corps can continue to show the town that Hull kids are capable of great things, then great things will be allowed to happen.



## Term Reports 1

My feelings towards the Corp is mixed because when I first joined the Corp I felt left out and not wanted there because we were only going to video tape the events, but later on more people accepted the fact that we were going to video tape. Some people I feel still don't want us there I like being in the corp it teaches people responsibility like if you want to get paid you would have to turn in time sheets in on time, with a summary or no paycheck. some of the reason I think that some people don't accepted us is that we are not there all the time, but I thought that we should only go to what needs to be video tape, but now I know that I can do more then what needs to be video taped.

My first few months of the corp I didn't do so much work because I was skeptical of what I had to do or what I could do so I just did what I was told to do. Now I wish I did more work. The Corp taught me thing like what South Shore Elderly service did I know little of what they did or who they were,

But now I know what and who they are though I would like to learn more about them and programs like theres I gained form learn about South Shore Elderly Service how to work with elderly and the speakers taught me alot about the things they talked about like the Meals on Wheels, visting nurses and otherd they taught me alot about elderly

## Term Reports 1 cont.

because besides video I would like to do gerontology if I could because I'm interested in it besides video taping the reason is I like working with people and that's what we mainly video taped but I learned about Straits Pond and the problem there and what's being done to help the problem. I liked video tape though the time I was in the corp which I enjoyed doing but I didn't video tape as much as I want to because we didn't know what to video tape also. When we found out what needed to be video taped we didn't have a tape all the time which made us feel bad because we could not video tape also we can't always run out to buy a tape. The direction I would like to go in is gerontology and also keep video taping. The reason as already mentioned is I like what is being done to help the elderly which I like to do but haven't get done. I would also like to be in recycling I did that last year as a volunteer until they stop use them but I like recycling because it was help the environment also it was just fun being there because I didn't care if I got paid or not. I would still like to video tape because that's why I joined I might still continue with the Corp if Video ever stops I like to video tape the events the corp does but sometimes we don't know what we supposed do. In the years to come I hope I can improve my video skill Carol, Andrea, and I are working with Bill McCollgoon at the cable Station he is also helping us with our video we are doing on handicap accessibility in Hull High. He will be also teaches us how to use editing equipment alone.



Elizabeth Tringali

First Term Summary

When I was running on the seawall blindfolded and in the hands of Mr. Mazzulli, I didn't know what I was getting myself into. This was my first day on the job, and I had already accomplished my first task: trusting. This job already has taught me how to laugh at myself, to have patience, to be more understanding, and a lot more.

The first trade I was confronted with was gerontology. We had many speakers and I went to a meeting. At this meeting, I learned more about elders than I ever had. They talked about how they live, eat, their everyday problems. I realized how much I take for granted. They were talking about Alzheimer's disease, and I brought up my grandfather and how he forgot where he parked his car at a Bruins game, and had to wait for everyone to leave the parking lot. Everybody laughed-- and it felt really good sharing the story and seeing happy faces.

At around the same time gerontology started up, we were also learning about access. We had a speaker come in named Mi-ra and we played a game called "Tomorrow Morning". In this, you had to choose what disability you would like to have first and what you would like to have last, if you were to wake up the next morning with a disability. Almost everyone picked alcoholism for their first. We talked about it the longest, so we never got to my last choice, but she came in again to talk about it. My last choice was

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blindness. We put things of all kinds over our eyes and had to rely on our other senses. I think a lot of us take sight for granted.

Also in access a few of us went to a two-day training session to be a community access monitor. We learned about many laws enforcing disability rights and measurements for a building, or anything to be accessible. I got up and talked to everyone about what the Hull Environmental and Service Corps. does, and Hull was applauded, which made me feel really good about myself and everyone in the Corps. We went into the Salem Town Hall and measured doorways, bathrooms, and just about everything to see if it was accessible or not. I made many friends.

When the pond project was introduced to us, I couldn't attend on Sundays and this is when they do all the water testing. I was in when we were talking about limiting factors and ecosystems. I contributed a lot to this because I knew a lot on the subject from paying attention in Mr. Doniger's science class last year. I also noticed how great a debate team we are.

In the recycling project, I haven't been to the center yet, but we did make paper with a paper making machine. I also read up on what, where, and how to recycle and I want to get involved a lot more.

We just started tree-planting with Mrs. Leary around Hull and it is very frustrating, because every time we come up with a place to plant a tree, we can't because there

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would be too many problems such as wind, flooding, salty air and much more. I want to plant trees so I definitely want to stick with it.

What I like most of all is the board meetings we have. Here, it doesn't matter what your rank in the Corps is because we all get treated equal. At the meeting we talk about new experiments and projects that are going on and we all express our feelings on them. There is only one problem with them, and that is they are too damn short!!

There is one project I really want to do, but I have been told it costs a lot of money. This project is rebuilding the wetlands in Hull on Newport Road. It is a big marsh and I would like to restore it and put new clam beds in.

Chad Wolfe

#### Term Paper

During the summer, as the new school year approached, I looked with high expectations on continuing my work during the second year of the corps. I was eager to see what the new corps members would bring to the project, and the new ideas that would take shape because of them. Undoubtedly, I looked upon the new year with hopes that corps events, specifically board meetings, would be handled with more maturity by the new and the second year corps members. However, with ample experience from last year's meetings, I was thoroughly prepared to do my best to keep the meetings on a professional and productive level.

During the summer I began to brainstorm about ideas for my own project for the year. Eventually, being partially inspired by the Arab-Israeli Peace Accord, I chanced upon a concept that truly excited me. The general idea of the project would be to bring together two groups of people, who, for one reason or another are in conflict with each other and through a short term camp-like setting, teach these groups to accept and work with one another. This could be done by integrating the many resources of the area, such as the Harbor Islands, the Hull Environment and Service Corps, Boston, and Hull's many resources, into projects, community service, and other events. These events would promote team building, acceptance, and a feeling of unity. The groups of individuals could vary greatly; from Hull-Cohasset students, homosexual-heterosexual students, black-white teens, or even Israeli-Arab students. The plans are slowly gelling in my mind, and I would like to begin to speak with people in a similar field, so that I can begin to focus on the outline of the project.



This year, I believe that I have contributed a good deal to the corps. I have worked to unite the corps members, set positive examples, and built many successful and working relationships with both last year's corps members and this year's new members. I volunteered to help work with the gerontology group; hopefully aiding to bring the environment and the service sections of the corps together. On a similar idea, I undertook the task of organizing a group of corps members to paint the Lab. The job brought together new and old members, as well as students from different branches of the corps, and helped to build a feeling of "patricism", by successfully completing a challenging task. Also, during the actual painting of the building, a situation arose where a relatively important decision needed to be made. By taking the initiative, and making the decision myself, I feel that I set a positive example for the rest of the corps members. While helping the new corps members learn about the environmental projects of the corps, I feel that I participated in expanding their knowledge, as well as set a precedent where corps members could work with me as a friend and a peer rather than a teacher.

# The Patriot Ledger

The Quincy Patriot, 1837

Quincy Daily Ledger, 1890

Consolidated Jan. 1, 1916

William B. Ketter  
Editor

Patrick J. DeGiso  
General Manager

K. Prescott Low  
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## Editorials

### Charting school reform in Hull

Schools cannot continue to operate only in the traditional ways. There is ample evidence that experimentation and innovation are desperately needed, which is why the education reform law passed last year encouraged pioneering ways to teach students about academic basics and life.

Thus the proposal for a year-round school in Hull, which will open in September 1995, is one of 15 experimental schools selected by the state. The South Shore Charter School will be targeted primarily at Hull students but can accept students from other communities if spaces are available.

The new school represents an exciting opportunity for Hull students. Up to 60 pupils from kindergarten and first grade and 11th and 12th grades will take part in a curriculum that aims to tie learning to real-life experiences. The Hull school will build on a program in existence at Hull High School, the Environmental and Service Corps, which has been a national model. Experts from outside the classroom will be brought in to share their knowledge, and students will have to defend their work before a panel of experts.

Like other charter schools, the Hull school is a radical departure from the way public schools operate. They will be run by independent boards of trustees and are outside the control of the school superintendent and school committee. There is no tuition; operating funds are provided by Hull and other communities that pay an amount equal to the average pupil expenditure in their public schools for each student attending the charter school.

Timothy Anderson, a founder of the Hull charter school and the highly-regarded service corps, plans a curriculum that will relate one discipline to

another. Chemistry and literature can be tied to environmental themes, for example. There will be a strong emphasis on hands-on projects and the flexibility for students to do home study, if appropriate.

The curriculum must be approved and reviewed by the state education secretary and students will be required to take the same assessment tests as those in the other Hull schools. The charter school hopes to have its students take courses at regular high schools, including Hull High, and for high school students to work on specific projects at the charter school.

Charter schools aren't a magic solution to the problems of public education, and there are pitfalls. Selection criteria, for example, should be drawn so as not to attract only the best and the brightest students. Otherwise, there is a danger that charter schools will become elite institutions with better resources while regular schools cater to those with less initiative or who need special help. Ideally, programs that prove to work well in charter schools can be used in regular schools, too.

Opponents are concerned that charter schools drain money from regular public school classes. The educational establishment seems leery of any innovation that challenges the traditional way of doing things.

Charter schools are experimental. If the methods or programs they use prove unsuccessful, they can be dropped. Or changed.

The risk is minimal. Our education system is stagnating, in some places decaying. That's why education reform has popular support.

Reform means change, and the changes in store for Hull suggest bright possibilities.



**Partnership Agreement Between  
Arts In Progress and the  
South Shore Charter School**

Arts In Progress is a Massachusetts nonprofit organization that works to help students and teachers know how to better integrate the use of the arts as an educational and therapeutic integrator for youth, adults, and elders. Arts In Progress is interested in exploring ways of offering some of its existing educational, human service, and intergenerational programs and services in a new setting and piloting new programs and services in the Charter School.

The Board of Trustees developing the new public South Shore Charter School are striving to design and implement a new type of educational institution serving the students and parents of the South Shore. The Charter School is interested in improving the use of arts in the education for all of its future young and adult students.

The initial cooperative project will be Saturday professional development workshops aimed at parents, elder care givers, and teachers from across the South Shore. The content will be using arts across the curriculum, in inter-generational programs, and in conflict resolution. The workshops at the Charter School will pilot Arts In Progress' Institute for Professional Development Through The Arts.

Arts In Progress agrees to be publicly listed as one of a growing list of the partners of the Charter School and to provide a letter of commitment to be used with appropriate future fund raising proposals. The Charter School agrees to provide Arts In Progress with a letter of commitment to participate in their professional development Institute to be used by them in fund raising. The Charter School also agrees to inform its partners of the programs and services of Arts In Progress.

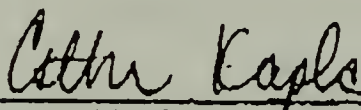
Prior to expressing any specific commitment to any project other than this initial series of Saturday professional development workshops, the public Charter School will secure each others' support for any of its other joint learning projects. Both agree that they will seek to develop other learning experiences with Arts In Progress.

The public Charter School encourages Arts In Progress to have a separate and positive relationship with all of the traditional Public School Systems of the South Shore.

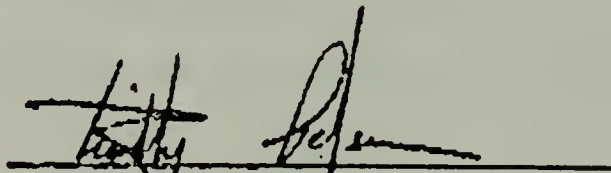
This agreement may be modified by mutual agreement or terminated by either party. The following signatures signify agreement to the conditions of this initial Agreement.

Date Signed

10/7/94



Esther Kaplan  
Executive Director  
Arts In Progress, Inc.



Timothy Anderson  
Board Chair & Administrator  
South Shore Charter School

ty - Assumption of The Virgin Mary Church

17 Jerusalem Road, Cohasset, MA 02025 • (617) 353-6380



The Rev. Fr. John G. Maheras  
Pastor (617) 545-7485

December 13, 1993

Executive Office of Environmental Affairs  
Massachusetts Relief Coordinator  
Boston, Massachusetts


To Whom It May Concern:

This letter comes as a hearty and deserved recommendation for the Hull Environment and Service Corps with which our Parish and I personally worked in close conjunction on a project of a Handicap Access Ramp.

The students involved, their director Mr. Tim Anderson and the coordinating contractor worked ~~worked~~ in harmony and agreement in accordance with the specifications and design for the project. The Handicap Access Ramp stands today as an indication of the cohesion, concord, and agreement of the whole group working with consensus and cooperation so that the project speaks volumes of their sincerity of purpose, their intent on doing a job and doing it well, as well as their dedication and spirit to the whole program.

Therefore, I come to recommend the Hull Environment and Service Corps and them most highly for the tree-planting project. You will find that they will work with you in close conjunction, compatibly and willingly until the completion of the project.

Cordially,

  
Rev. Fr. John G. Maheras  
Pastor



**Partnership Agreement Between  
Blue Ice International and the  
South Shore Charter School, Inc.**

Blue Ice agrees that the South Shore Charter School in Hull, Mass. will be one of the initial US schools in Blue Ice's international school network called Blue Ice Crystals. The Charter School seeks Blue Ice's support of any of its learning projects in the areas of Environment, Communication, Construction, and Human Service.

Blue Ice agrees that the Charter School will raise private and public funds in support of its Communication projects with Blue Ice. Blue Ice will provide a letter of commitment to the Charter School to be attached to such proposals. The initial two Charter School student projects for which funds are being sought will be assisting Blue Ice in building its network of schools in the forty countries that have signed the Antarctica Treaty and the publishing of a Blue Ice newsletter for distribution in the US and then in the forty countries. Both of these tasks will include the use of foreign languages such as (Russian, Greek, Italian, French, and Spanish) by the students.

The Charter School will also seek funds to pay Blue Ice's curriculum development teacher from Manhattan, Kansas \$3,000 for the summer of 1995 to come to Hull to personalize and pilot Blue Ice's 30 elementary curriculum units with the initial staff and students of the South Shore Charter School. The Charter School agrees to pay Blue Ice \$500 per day plus travel for Dr. Peter Wasilewski's time when it invites him to visit the South Shore.

Blue Ice agrees that the Charter School should continue to negotiate with Apple Computer about the inclusion of eWorld transmissions from Antarctica during Peter Wasilewski's next expedition and the construction of an electronic network of Blue Ice member schools.

Blue Ice agrees that the Charter School should continue to negotiate with Suffolk University about the integration of the Charter School's relations through Suffolk with schools in Wales, Russia, France, and Spain.

Blue Ice will assist the Charter School in the recruitment of partner schools in Japan.

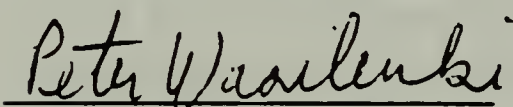
During this first year, the project leader for the Charter School will be Chad Wolfe, who will work from Hull under the direction of Dr. Peter Wasilewski.

The South Shore Charter School encourages Blue Ice to continue its separate relationship with the Hull Public Schools.

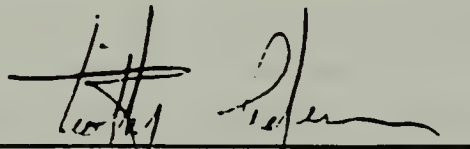
This agreement may be modified by mutual agreement or terminated by either party.

The following signatures signify agreement to the conditions of this initial Agreement.

Date Signed: Sept 3, 1994



Peter Wasilewski, Ph.D.  
President & Director  
Blue Ice, Inc.



Timothy Anderson  
Board Chair & Administrator  
South Shore Charter School, Inc.



OFFICE OF COLLEGE RELATIONS

February 8, 1994

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place  
Boston, MA 02108

Dear Dr. Robertson:

I am writing in support of the proposal submitted by Tim Anderson of Dovetail Consulting to establish a Charter School in Hull, Massachusetts.

I come to this issue from many perspectives: as someone who has aggressively pursued education (BA. Boston College; MS. Northeastern; CPE Wharton; ABD, Boston College; Graduate Fellowship, Max Planck Institute, Germany); has been involved with the Hull school system and community (development committee, Career Days, Hull High School); a small business owner; and now, as the Associate Vice President of College Relations, responsible for all enrollment management initiatives at the graduate and undergraduate levels for Bryant College. Yet, it is also as someone who comes from the Bronx, New York, and did not have access to resources brought together by the charter school concept, that strengthens my support for the Hull proposal.

Over the years, I have observed with interest the metamorphosis of Tim's proposal. Unlike other proposals before you, Tim's idea to create a strategic alliance between public education, and business and industry did not begin with the Commonwealth's initiative.

For many years, I have observed Tim's demonstrated leadership to think ahead of the times. He has helped light the imagination of students who normally see education as a burden. His judgement is keen and thorough. His focus has always been on the students, and who they can become. His emphasis on process being the teacher, as opposed to the completion of isolated tasks, has returned the responsibility of education back to the students. The fact that the Corps is managed by a student board of directors points to this. His work has consistently been underlined by a belief that education starts from within.

All colleges, including Bryant, are all struck by the increasing numbers of ill-prepared prospects we have to choose from. Because of budget cuts, more and more students are lacking the necessary attention from guidance counselors. In fact, many schools



have eliminated this position. This year, applications to college are lagging significantly behind last year. It is not all related to being able to finance an education. Students are more frustrated than ever because of the lack of direction - both personally and educationally. They are having a harder time formulating career goals, and choosing the right path for themselves.

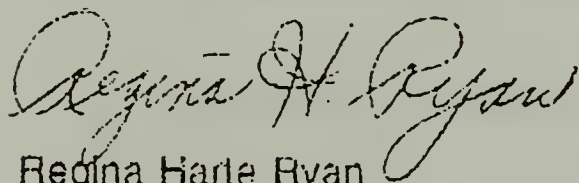
We all learn in different ways. What the Hull Charter School proposal will provide is the environment for students, who choose it, to actively participate in their education; to house their high school years inside an intellectual structure which incorporates the real world as its laboratory. This program will naturally groom problem solvers; students who can think on their feet; students, who through their own investment, integrate education.

Integrated experiential learning is not an issue just for secondary education. It is a national issue in graduate education - particularly the MBA. I am currently working with the Dean of Academic Affairs in helping him restructure the College's MBA program. Next year, Bryant will offer an MBA with an experiential component which will far exceed those at other institutions. This is because corporate leaders are telling us that, even with the best traditional education, hands-on experience is the critical indicator for success.

The Hull Charter School will be a very important source of prospects for Bryant. Its success will not be a 'best kept secret', and many colleges will compete for its graduates. And this, quite frankly, means more financial aid dollars for its students. In anticipation of the proposal's approval, I have approached numerous Bryant faculty, who live in the area, to consider participating from the onset. As in the past, I will offer my time and energy to make this charter school a success.

The new South Shore Charter School in Hull will be a public school, with rich professional resources and energies committed to the students of Hull, and the Hull Public Schools. The change that is about to happen as a result of this charter school will better public education at all levels, and be a source of pride for the students, their parents, teachers, Hull and the Commonwealth.

Very Truly Yours,



Regina Harle Ryan  
Associate Vice President  
College Relations

February 10, 1994

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, MA 02188

Dear Dr. Robertson,

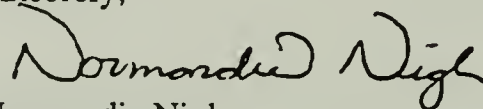
I am writing this letter to commend the work of Tim Anderson and to support the new South Shore Charter School which he is proposing to establish in Hull, MA. I am the Executive Director of Fit For Success, Inc., and I have been working with Tim for the past four years. He has done a great deal to help our non-profit grow from a small, struggling enterprise to an innovative youth leadership training organization with bi-coastal programs and opportunities.

Tim's commitment and dedication to empowering youth to be active leaders in the school and community has always been apparent in his work with Fit For Success and I have been equally impressed with his work with the Hull Environment & Service Corps. Tim arranged for Fit For Success to provide team-building workshops for Corpsmembers and an intergenerational team-building session with students and senior citizens as part of the Corp's tri-town intergenerational program. I have personally seen many positive results and contributions which have been made both by Tim and by the Corps and feel that the group has been a tremendous addition to Hull Junior/Senior High. It has served to raise awareness and interest in issues which face Hull residents and Hull is very fortunate to have students who take such an active role in the community and serve as positive role models for other students and adults.

Hull is also fortunate to have someone like Tim Anderson who is willing to take on the challenge of creating a charter school which will help Hull, the students of Hull and the Hull Public Schools to make the changes that they need. I unhesitatingly recommend Tim for leading the South Shore Charter School because he is so committed to creating project-based educational experiences which will help students integrate work and learning. This new charter school will be an excellent model for schools around the country and I believe it will make a tremendous difference in the well-being of Hull's citizens and the prosperity of the community.

I urge you, Dr. Robertson, to support this exciting and innovative project, and if I can be of any further assistance please call me at 617 / 383-1515.

Sincerely,



Normandic Nigh  
Executive Director  
Fit For Success, Inc.



**Partnership Agreement Between  
Fit For Success, Inc. and the  
South Shore Charter School, Inc.**

The Fit For Success wishes to work through schools to help make students more fit, less violent, and better leaders.

The public South Shore Charter School, Inc. wishes to have its students more fit, less violent, and to become better leaders, to retain individuals and organizations that will provide the best educational services available, and to increase the number of its formal partners so as to improve its chances of raising public and private funds.

Fit For Success agrees that they and the public Charter School will both raise private and public funds in support of the fitness and leadership development programs to be offered by Fit For Success at the Charter School beginning in September of 1995.

Fit For Success will provide a letter of commitment to the Charter School to be attached to such proposals. Fit For Success agrees that the Charter School may publicly list it as part of the Charter School's list of partners on its letterhead.

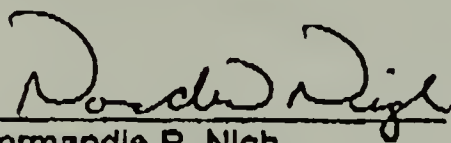
Prior to expressing any specific commitment to any projects other than the fitness and leadership development projects, Fit For Success and the public Charter School will secure each others' support. The public Charter School and Fit For Success will seek to develop other learning experiences including collaborations with the Charter School with other public schools in Massachusetts and California served by Fit For Success.

The Charter School will include funds in its operating budget to purchase fitness and leadership development programs from Fit For Success.

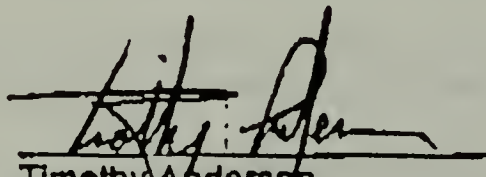
The public Charter School encourages Fit For Success to continue to have a separate and positive relationship with the traditional Hull Public Schools.

This agreement may be modified by mutual agreement or terminated by either party. The following signatures signify agreement to the conditions of this Initial Agreement.

Date Signed: 10/12/94



Normandie P. Nigh  
Executive Director  
Fit For Success, Inc.



Timothy Anderson  
Board Chair & Administrator  
South Shore Charter School, Inc.

# SEA ● HULL

January 17, 1994

## Board of Directors

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Carl R. Katzeff  
Kidde-Fenwal, Inc.

Robert Mamis  
Magazine

Pamela Wolfe  
Sverdrup Corporation

## Current Projects

Blue Ice International

Cultural Access Project

Friends of Weir River Estuary

Hull Community Vans

Hull Elder Access Coalition

Hull Marketing Apprentices

Hull Partners in Education

Local Education Foundation

Scientific Research Committee

Youth Build - Hull

Weir River Estuary Park

Weir River Field Lab

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
Boston, Massachusetts

Dear Secretary Robertson:

The Board of Directors of the Hull Council For Business & Cultural Development has voted to actively support the ongoing development of the South Shore Charter School in Hull and acting as the fiscal agent for any foundation and corporate grants received.

Our Mission is to foster positive, effective leaders, to raise Hull's expectations, to identify and build on Hull's assets, and to create new business and cultural opportunities. We feel that the Charter School helps to accomplish this mission.

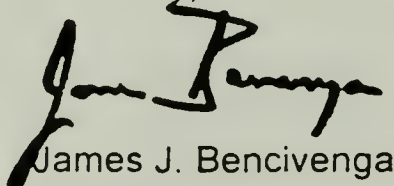
We act as the Local Education Foundation for the Hull Public Schools, recruit and place mentors for the Hull Schools, and act as the fiscal agent for Blue Ice International in its work bringing educational reform through the vehicle of the multi-national study of Antarctica by school children.

Over the past two years, we have worked closely in the design and implementation of the work of the *Hull Environment & Service Corps* in the areas of park development, study of pond pollution, access to cultural facilities, the provision of increased transportation to elders, and economic development marketing of the community. We view the *Corps* and the Charter School as needed and positive steps for Hull, our students, and their parents. It represents an exciting alternative means to accomplish the mission of the Hull Public Schools. We believe that it will result in improvements in our schools.

Four of the members of our Board of Directors have agreed to serve on the Board of Trustees of the South Shore Charter School.

Please feel free to call me at 450-3310 with any questions that you have about the Council or about our level of commitment.

Sincerely,

  
James J. Bencivenga  
President



**Partnership Agreement Between the  
Hull Council For Business & Cultural Development, Inc. and the  
South Shore Charter School, Inc.**

The Hull Council For Business & Cultural Development, Inc. wishes to improve the image of Hull and to support the successful development of the Charter School.

The public South Shore Charter School, Inc. wishes to recruit students from Hull, provide good learning experiences for our students, and to increase the number of its formal partners so as to improve its chances of raising public and private funds.


The Board of Directors of the Council has voted that the public Charter School may raise private and public funds, through the use of the Council as its Local Education Foundation. The Council will provide a letter of commitment to the Charter School to be attached to such proposals. The Council agrees that the Charter School may publicly list it as part of the Charter School's list of partners on its letterhead.

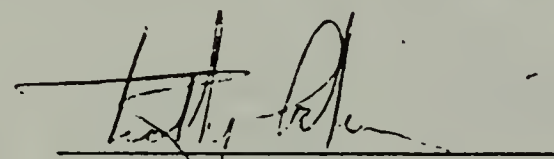
The Council is committed to involving students from the Charter School as apprentices in Council projects such as the development of the Weir River Estuary Park. The public Charter School will seek to develop other learning experiences with the Council.

The Council retains the right to have a separate and positive relationship with the Hull Public Schools.

This agreement may be modified by mutual agreement or terminated by either party. The following signatures signify agreement to the conditions of this initial Agreement.

Date Signed: 10/10/94

  
James J. Bencivenga  
President  
Hull Council For Business & Cultural Development

  
Timothy Anderson  
Board Chair & Administrator  
South Shore Charter School



# Hull Public Schools

Office of the Superintendent, 81 Central Avenue, Hull, MA 02045  
Tel.: 925-0771 Facsimile: (617) 925-0615

May 21, 1993

To Whom It May Concern:

Soon after becoming the superintendent of the Hull Public Schools, I met Tim Anderson. He listened as I outlined my hopes and plans for restructuring and revitalizing this troubled school district to a group of community leaders. He approached me to say he wanted to help me accomplish my goals. That was four years ago. Together, Tim and I forged a partnership that has resulted in positive changes for the Hull Schools as well as local, state and national attention and praise for our accomplishments. I have received most of the credit, but Tim deserves it in equal measure. He understands what it really takes to bring about school reform because he has worked side by side with me.

Tim has worked with me in three roles; paid consultant, community volunteer and parent. I have hired Tim as a consultant to facilitate strategic planning, write grants, arrange deals to secure resources (not just money), train staff in various skills such as grants management, forge collaborations, and direct some programs such as project-based learning. Tim's expertise and creativity have brought my ideas to life and moved them far beyond the usual confines of the school house. More than that, however, his experience in public-private partnerships and fundraising have enabled us to bring today's market forces to bear on the Hull Schools. Others talk about this while Tim has been putting it into practice.

Besides being Hull's superintendent, I also hold a variety of positions in professional organizations. In these different capacities, I have also worked with Tim. For example, I chair the Board of Directors of the Superintendents' Center at Stonehill College and Tim has facilitated our strategic planning efforts over a two year period. He has also worked with area superintendents and me to expand a regional collaboration.

219

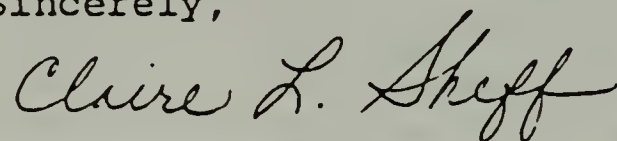


As community member, Tim volunteers his time as chairman of our high school's advisory board. We have identified themes for each of our schools. Environment is the theme for the high school and Tim's background makes him uniquely suited for this role. In addition, he organized a career day for high school students, contacting fifty community members to speak; he arranged a partnership with Suffolk University that resulted in a program called "Dare to Dream"; he established a journalism apprenticeship program using community members who work for publications such as "INC, Magazine," the "Christian Science Monitor," and "People Magazine;" he created the senior thesis and recruited eighty professional mentors to advise students in their research. These are only a few of the many things he has done for Hull High School through his generous volunteer services.

Tim is also the parent of two school age children, so he obviously has a personal stake in public education. Tim is one of those parents schools value because he attends performances, open houses, and teacher conferences. He also volunteers in elementary classrooms. He is a consumer but not an uncritical one. He reminds us regularly about areas for improvement and provides positive pressure for us to make needed changes.

Tim has been an invaluable resource to our school district and to me as its superintendent. I have been successful in large part because of Tim. He would bring his intelligence, creativity, innovation and resourcefulness to your setting. More importantly, he would bring the knowledge and know-how of someone who has been in the trenches with school people, parents, and the students, themselves. This "micro" experience added to his prior "macro" experience gives his work content as well as form. He knows about restructuring first hand and would be an invaluable addition to your team. If I were you, I would hire him!

Sincerely,

A handwritten signature in cursive script that reads "Claire L. Sheff". The signature is fluid and elegant, with a large initial 'C' and a long, sweeping underline.

Claire L. Sheff  
Superintendent of Schools



*The Commonwealth of Massachusetts*

MASSASOIT COMMUNITY COLLEGE

ONE MASSASOIT BOULEVARD  
BROCKTON, MASSACHUSETTS 02402

OFFICE OF THE PRESIDENT

May 27, 1994

Dr. David Driscoll  
Co-Principal Investigator  
Project Palms  
Massachusetts Department of Education  
350 Main Street  
Malden, MA 02148

Dear Dr. Driscoll:

I write to express the commitment of Massasoit Community College to the PALMS proposal from the South Shore Educational Collaborative. We plan to involve members of our faculty who are involved in mathematics, science, or technology to assist this regional and local planning and implementation projects. We also plan to offer appropriate college courses to high school students from across the region through our new satellite campus at the South Shore Charter School, provide professional development and recertification training, and conduct recruitment outreach among our South Shore alumni who are involved in careers related to mathematics, science, or technology.

Last year, at the invitation of Timothy Anderson, Massasoit Community College began to work in partnership with the South Shore Educational Collaborative and with the South Shore Charter School. Last month, I appointed Dr. Carl Kowalski to be our liaison to both of these organizations. He is a member of the Board of Trustees developing the Charter School.

I have been impressed by the Collaborative's regional approach to professional development, curriculum sharing, and School-To-Work transition. We look forward to working on this project with you, the Collaborative, Suffolk University, the Regional Employment Board, and area businesses.

Sincerely yours,

Gerard F. Burke  
President



# *South Shore Charter School, Inc.*

*A New, Project-Based Public School Serving The South Shore*

## **Massasoit Community College Winter - Spring 1995 Courses**

The **Health, Nutrition & Safety Needs of the Young Child** course explores these dynamics as they relate to the child's development and environment. The student identifies problems that may occur in a day care setting: poor nutrition, safety dangers, or child abuse. Advocacy for young children is encouraged. As advocates, students develop methods of assessment, reporting, and referral. The student is also introduced to first aid techniques. Mondays from 2:40 to 6 PM. (Course # 79112-HL)

The **Biological Ocean Environment** course is an introduction to biological aspects of major marine environments. Local habitats are utilized to survey common marine organisms and study interactions between organisms and their surroundings. Emphasis is placed on human relationships to the ocean environment. Communities to be investigated include rocky coast, marsh-estuary, sandy beach, wharves, and pilings. Tuesdays from 2 to 6 PM. (Course # 31109-HL)

The **Introduction To Gerontology** (Human Services) course introduces the student to the basic physiological, psychological, and sociological factors in human aging. Major emphasis is placed on normal "successful" aging patterns and the myths that have contributed to prejudice against the elderly. Sociological dimensions included adult socialization, relations to others, social policy, and social programs. Wednesdays from 3 to 6 PM. (Course # 83302-HL)

The **General Psychology** course introduces the student to the science of human behavior. Major topics include scientific method, history of psychology, learning, motivation, emotion, social psychology, and perception. Mondays from 6:10 to 9:30 PM. (Course # 25101-HL)

The **English Composition** course is designed to help students develop and organize extended pieces of writing. Students focus on correct and appropriate use of words and sentences and the organization and development of paragraphs

and essays. Constant reading and frequent writing are required. Tuesdays from 6:30 to 9:30 PM. (Course # 11101-HL)

The **Children's Literature** course examines the reading interests of children from pre-school years through the elementary grades with emphasis on the contribution that reading can make toward the process of growth. Topics include the history of literature for children, illustrators, folk tales, myths, modern fanciful tales, fiction, poetry, and books in special fields. Thursdays from 6:30 to 9:30 PM. (Course # 11121-HL)

The **History of Modern Russia** course covers the period from 1801 to the present. Topics include the growth of ultra-conservatism, the rise of reform and revolutionary activity, industrialism, the Russian Revolution, the expansion and fall of communism and the Russian expansion abroad. Wednesdays from 6:30 to 9:30 PM. (Course # 22241-HL)

The **Fire Hydraulics & Water Distribution Systems** course addresses the mechanics and flow of fluids through fire hoses, nozzles, appliances, pumps, standpipes, water mains, and other devices. Design, testing, and use of nozzles and appliances, pumps, and water distributions systems are introduced. Measurements of fluid flow and methods of determining quantities of water available from a distribution system are also studied. Prerequisites: Introduction to Algebra and Applied Science. Wednesdays from 6:30 to 9:30 PM. (Course # 57208-HL)

Massasoit courses will be offered at the *South Shore Charter School* located at 4 Samoset Avenue in Hull (off Nantasket Avenue at the War Memorial). Students may mail in registrations to Brockton or attend a walk-in registration at the above location on Tuesday, January 17 from 6 to 8 PM. Further information may be obtained by calling Timothy Anderson of the *South Shore Charter School* at (617) 925-3078 or by calling the Division of Continuing Education at the Brockton Campus at (508) 588-9100 ext. 1309.

Beginning in January, the public *South Shore Charter School* will also be offering *GREAT EXPLORATIONS*, enrichment programs for South Shore adults and students that will be held on Saturdays, vacation weeks, and all summer. This is a good way to get to know more about our School prior to applying for our September of 1995 classes. Application letters for grades K through 2nd and 6th to 12th are due by March 7th. We will expand to grades 3-5 in September of 1996. Interviews for this new project-based public school will be during March. Final selections and lotteries will be made on April 1st.



**Partnership Agreement Between the  
New Heights Schools, Inc. and the  
South Shore Charter School, Inc.**

The New Heights Charter School in Stillwater, Minnesota and the South Shore Charter School in Hull, Massachusetts are committed to developing new collaborative projects and programs together.

The first cooperative project upon which both Charter Schools are agreed is for New Heights to support and participate in the proposal from South Shore to the National Endowment For The Arts to commission and perform a "Fanfare For Charter Schools". If it is funded, the composer, Edward Mascari, will visit both Schools twice and act in the capacity of a composer in residence between July 1, 1995 and June 30, 1996. Each School will make local arrangements for the premier performance with a local orchestra.

The second cooperative project will be an exchange program for South Shore students to spend one month in the New Heights ranch program in exchange for New Heights students spending one month in the South Shore's environmental projects. The participating students will be of similar ages and stay in each other's homes. The local Schools or their parents will be responsible for the costs of transportation between the sites. Both may pursue in-kind donations of airline tickets.

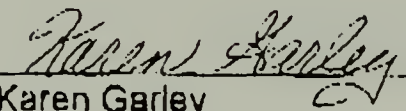
Both Schools agree to be publicly listed as a partner organization of the other and to provide each other with letters of commitment to be used with appropriate future fund raising proposals.

Nothing in this agreement changes the ownership or dissemination rights of any programs that are now the possession of either School.

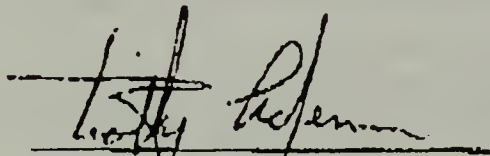
It is expected that this agreement will be modified by mutual agreement on a regular basis. It may be terminated at any time by way of a simple letter.

The signatures below signify that this agreement has been approved by the respective governing Boards of both Charter Schools.

Date Signed: 12/12/94



Karen Garley  
Chief Executive Officer  
New Heights Schools, Inc.  
614 W. Mulberry Street  
Stillwater, Minnesota 55082  
(612) 439-1982



Timothy Anderson  
Board Chair & Administrator  
South Shore Charter School, Inc.  
c/o 936 Nantasket Avenue  
Hull, Massachusetts 02045  
(617) 925-3078

**Partnership Agreement  
Between the Norwell Commission On Disability and the  
South Shore Charter School, Inc.**

The Norwell Commission on Disability wishes to make Norwell's publicly owned buildings more accessible to individuals with disabilities.

The public South Shore Charter School, Inc. wishes to recruit students from Norwell, provide good learning experiences for students in the human service area serving individuals with disabilities, and increase the number of its formal partners so as to improve its chances of raising public and private funds.

The Commission agrees that the public Charter School will raise private and public funds in support of itself and of its service learning projects with the Commission. The Commission will provide a letter of commitment to the Charter School to be attached to such proposals. The Commission agrees that the Charter School may publicly list it as part of the Charter School's list of partners.

Prior to expressing any specific commitment to any project other than making Norwell's buildings more accessible, the public Charter School will secure the Commission's support of any of its other specific learning projects in the areas of Environment, Communication, Construction, and Human Service.

The public Charter School will seek to include its students in helping to make Norwell's public buildings more accessible to individuals with disabilities. The Charter School will seek too include students from Norwell who attend the Charter School in these projects.

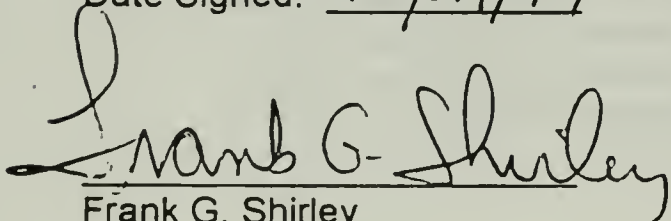
The Commission encourages students from the public Charter School to attend its regular monthly public meetings and agrees to meet with interested students to discuss the needs and issues confronting Norwell's citizens with disabilities and to explain Norwell's ADA plans.

During the first year, the project leader for the public Charter School will be James Fitzpatrick, a General Contractor and a part-time Teacher in the Entrepreneurship Projects of the Charter School.

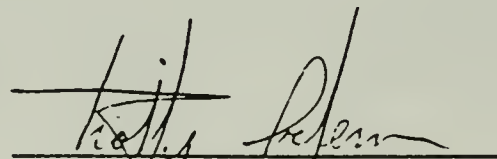
The public Charter School encourages the Norwell Commission on Disability to have a separate and positive relationship with the Norwell Public Schools.

This agreement may be modified by mutual agreement or terminated by either party. The following signatures signify agreement to the conditions of this initial Agreement.

Date Signed: 10/24/94



Frank G. Shirley  
Chair  
Norwell Commission on Disability



Timothy Anderson  
Board Chair & Administrator  
South Shore Charter School, Inc.





OUR TOWN INC., 685 Nantasket Ave., Hull, MA 02045 (617)- 925-4700

9/27/94

Mr. Tim Anderson  
936 Nantasket Avenue  
Hull, MA 02045

Dear Tim,

Enclosed is an information package compiled by an OUR TOWN participant, Randi Smith. She is seeking flexible alternatives to full-time employment. Randi is extremely interested in teaching and transferring her professional knowledge to others. Chemistry will soon be as important as the so called "basic skills." Biochemistry will someday replace outdated medical practices and even eliminate many surgeries. Maybe the Charter School could offer advanced courses to the gifted and talented thereby preparing them for the future.

I have also enclosed a brief overview of the OUR TOWN Program. I would be more than happy to collaborate with you on any project. I am especially interested in any partnership that involves building a caring and prosperous community. Let us demonstrate to others that generosity of spirit, shared resources, and a commitment to collaborative efforts is the only way to successfully survive in a limited funding market.

I am honored to live in community that has been granted a Charter School. Some of us realize the quality of your work and greatly appreciate all your creative efforts supporting educational excellence in our community.

Best Wishes,

Christina V. Murphy

Partnership Agreement Between the  
Plymouth Philharmonic Orchestra and the  
South Shore Charter School, Inc. and its  
Local Educational Foundation, the  
Hull Council For Business & Cultural Development, Inc.

The Plymouth Philharmonic Orchestra wishes to commission and perform new works and collaborate with organizations from across the South Shore.

The public South Shore Charter School, Inc. wishes to recruit students from Plymouth, provide good learning experiences for students in the performing arts, increase the number of its formal partners so as to improve its chances of raising public and private funds, and be involved in the commissioning of a Fanfare for Charter Schools for its use at graduations and for use by the other Charter Schools in the country.

The Hull Council For Business & Cultural Development, Inc. wishes to improve the image of Hull and to support the successful development of the Charter School.

Now that the Music Director has reviewed the work of composer Edward Mascari, the Orchestra agrees that the public Charter School may begin to raise private and public funds, through its Local Education Foundation, the Hull Council For Business & Cultural Development, Inc., in support of itself and of the commissioning of a ten minute performance piece including the Fanfare. The Orchestra will provide a letter of commitment to the Charter School to be attached to such proposals - especially with the National Endowment for the Arts. The Orchestra agrees that the Charter School may publicly list it as part of the Charter School's list of partners on its letterhead. *For this project.* <sup>sk</sup>

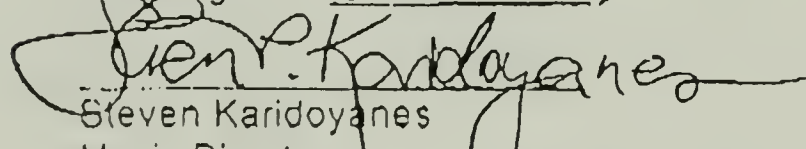
Prior to expressing any specific commitment to any project other than this specific commission, the public Charter School will secure the Orchestra's support of any of its other specific learning projects. The public Charter School will seek to develop other learning experiences with the Orchestra.

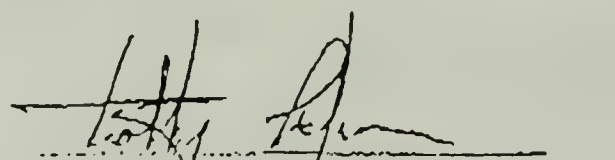
During the first year, the project leaders for the public Charter School will be Edward Mascari, composer in residence, and Timothy Anderson, Board Chair & Administrator. This partnership was initiated by the fact that Edward Mascari is a client of Dovetail Consulting which has founded and is developing the Charter School.

The public Charter School encourages the Orchestra to have a separate and positive relationship with all of the traditional Public School Systems of the South Shore.

This agreement may be modified by mutual agreement or terminated by either party. The following signatures signify agreement to the conditions of this Initial Agreement.

Date Signed: October 18, 1994

  
Steven Karidoyanes  
Music Director  
Plymouth Philharmonic Orchestra

  
Timothy Anderson  
Board Chair & Administrator  
South Shore Charter School, Inc.





**QUINCY  
COLLEGE**

34 Coddington Street, Quincy, MA 02169 (617) 984-1600  
February 9, 1994

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

Dear Dr. Robertson,

As the environmental science coordinator at Quincy College and resident of Hull, I am very excited about the South Shore Charter School in Hull. Tim Anderson is a member of the our Environmental Science Advisory Committee, and I have been extremely impressed with his interest and involvement in the college's recently adopted Associate of Science Degree Program. Tim is an important catalyst for numerous innovative educational programs in Hull and surrounding communities, and his expertise will be a great asset in making the Charter School a reality.

I came to Quincy College with a vision of creating an applied environmental science curriculum combined with internship opportunities. My interdisciplinary educational background in environmental science, legal studies, management and environmental affairs has provided a fundamental belief in the importance of making knowledge applicable to current problems. Students must see how theory is valuable in the workplace for achieving personal as well as community goals.

Mr. Anderson shares a similar vision, and we have worked together to bring Hull High School students into an Introductory Wastewater Technology course here at Quincy College. These Hull Environment & Service Corps students, having studied the effect of septic system leeching on Straits Pond, wanted to learn more about the science and technology of pollution prevention. The knowledge gained in our program has provided students the ability to obtain certification as wastewater treatment operators, thus linking education with applicable workplace skills.

I strongly believe that the Environment & Service Corps developed by Tim Anderson represents the cutting edge of environmental and other community-based education, which could be further developed through the designation of Hull as the new South Shore Charter School. Meeting the needs of students, and ultimately the community as a whole through alternative, interdisciplinary project-based learning is a critical need for both the Commonwealth and the nation.

Sincerely,

David T. Williams M.S., C.A.G.S.  
Environmental Science Coordinator

Note: This letter is a personal statement and does not represent an official endorsement of the proposal by Quincy College.

**SAINT**  
COMMUNICATIONS, INC.  
Public Relations Consultants

Feb. 14, 1994

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place  
Boston, MA

Dear Secretary Robertson,

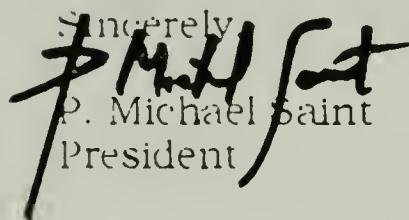
I strongly urge that you approve the charter school application of the team led by Timothy Anderson of Dovetail Consulting.

I've known Tim for almost 10 years and have worked with him on a number of volunteer and professional projects. He is a man of vision, a professional of great intellect, and a caring and thoughtful individual who has devoted many years to educational and charitable endeavors.

He is well known in Hull as a committed and innovative contributor to the public good and will, I'm sure, create a charter school that will become a model throughout the Commonwealth.

Please feel free to call me for any additional comments you or your staff may need in order to act favorably on Tim's application.

Sincerely,

  
P. Michael Saint  
President



*Saint Mary of the Assumption Rectory  
58 Mantasket Avenue  
Hull, Massachusetts 02045*

February 14, 1994

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

Dear Dr. Robertson,

I write to you in strong support of the team seeking to establish a new community-based, public, alternative education program in Hull. I am the Roman Catholic pastor in Hull. I have been here a little more than a year, and in that time I have worked closely with Timothy Anderson on a church program. I have found him to be a man of vision and great integrity.

I believe that such a program would be a leaven to the educational system of the town - a challenge to question traditional forms and find better ways of helping our children prepare for the next century.

I also think that such a program would benefit the town and its young people. The little piece of earth that we call home is wedged between two affluent communities: Cohasset and Hingham. We are the "poor cousin" and in many ways that seems to be the town's self image. To have Hull selected for a grant for this kind of proposal would be a great boost to the community's psyche, and our young people's self image would also benefit greatly from this.

There are many questions about the future of our children and young adults, but it seems to me that unless we try some well considered and innovative programs, we are stuck in a rut with nothing to do but wring our hands and wonder what to do.

Our Hull Environment and Service Corps is already trying new ideas and concepts with some success. I hope they will be given the opportunity to expand what they have and achieve even greater success for themselves and our town.

Sincerely,

*William G. Williams*  
(Rev.) William G. Williams  
Pastor



# SANDCASTLE

ASSOCIATES

February 9, 1994

Dr. Piedad Robertson,

Secretary of Education

Commonwealth of Massachusetts

One Ashburton Place, Room 1401

Boston, MA. 02108

Dear Secretary Robertson:

This letter of support is written to encourage adoption of the alternative education program developed by the Hull Environment & Service Corps. of the Hull Public Schools. As business people in the community, we recognize the urgency to improving the local public schools. Much excellent work has begun. The current initiative is the logical progression of the innovative programs begun over the last few years in Hull. Our support goes beyond civic interest.

My wife and I attended the Hull Public Schools and graduated together as class president and vice-president in 1964. We attended undergraduate schools in Boston, married and spent the next decade as my wife was teaching and I pursued graduate degrees, worked for the federal government in Washington D. C., and eventually returned to Hull to complete Ph. D. level studies at M.I.T. Over this period of time, my wife's teaching experiences covered grades five through twelve in four different schools in both Maryland and Massachusetts. We have combined four college degrees and many additional graduate credits in a wide range of disciplines from education to the arts to advanced science. We have also raised two children in both public and private schools who are currently enrolled in colleges achieving Dean's List. We have both volunteered and worked in Hull, my wife serving for six years on the School Committee and both on many other local boards, advisory groups, and planning teams for the community over the years.

For the past five years our work in Hull has included several projects with the Hull Public Schools and the Hull Environment & Service Corps. from assistance with Grant applications and administration to working directly with the students and school advisors teaching project related aspects of environmental and biological habitats and their control and mitigation.

Sandcastle Associates Inc.

PO Box 11

Hull, Massachusetts 02045

(617) 251-2177 FAX (617) 251-2715



We have been consistently impressed with the level of intensity, sincerity, and focus of the students as these programs unfolded in front of them. The organization and direction given was clearly on point and the students responded in kind. It is clear to us that these children are benefiting from this activity and, more importantly, they are learning real social, community, business and interdisciplinary skills that could not have been learned in the standard public school genre. It is also important to note that the community is reaping other great benefits since these young Hull citizens now have both a working knowledge and ingrained desire to participate in some of the most significant issues facing our town. It can not be stated stronger that this type of inter-community and inter-disciplinary program grabs a share of both the heart and mind of the students and bodes well for their eventual professional and civic integration in Hull and the region.

Timothy Anderson is the visionary who has evolved this concept in various stages over the last several years. He has worked within the existing school system creating and funding new programs for students of all ages. The Charter School plans are, in fact, a natural result of the efforts of Tim Anderson and many public school advisors. Mr. Anderson's past experiences and current activities point to the obvious conclusion that he is best suited to lead and direct this effort. His organizational and management skills are coupled with a true sensitivity and commitment for success. Those of us who have worked with Tim and the schools will be there to support the Charter School.

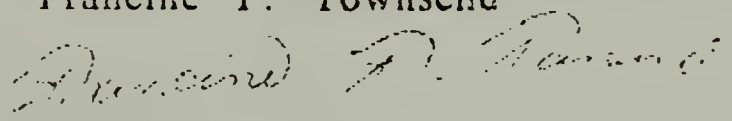
We fully endorse this proposal for the students, parents, educators, and residents to establish a new community wide, alternative education program based on the model developed by Mr. Anderson and the Hull Environment & Service Corps.

Sincerely,



Paul R. Townsend

Francine F. Townsend



# South Shore Educational Collaborative

*An Educational Collaborative Serving*

BRAINTREE ♦ COHASSET ♦ HINGHAM ♦ HULL ♦ NORWELL ♦ QUINCY ♦ SCITUATE ♦ WEYMOUTH  
East School, Collins Road, Hingham, MA 02043  
617-749-7518 TTY

January 18, 1994

Dr. Piedad Robertson  
Secretary of Education  
One Ashburton Place, Room 1401  
Boston, MA.

Dear Piedad:

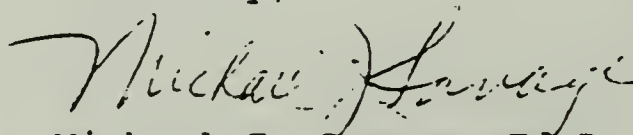
The South Shore Educational Collaborative enthusiastically supports and endorses the Charter School Proposal submitted by Dovetail Consulting. This is a unique and innovative proposal using the "junior year abroad" concept in which students would concentrate in one or two majors, selected from among the environment, human services, communications and early childhood services. It would be open to students from Hull and other Collaborative, and South Shore school districts.

Further, this concept of a "junior year abroad, could be expanded in the future to other communities within the Collaborative. Such experiences could include health related services, marine sciences, technology and other areas of concentration. Currently, some of these programs are offered by other school districts within the Collaborative. We intend to act as the broker for Collaborative schools' students interested in attending this Charter School.

This charter school approach proffered by Dovetail Consulting has much to offer students in the Collaborative and South Coastal Regional Employment Board Area. As previously mentioned, it could eventually be successfully replicated in a number of communities throughout the region.

We recommend that the Commonwealth select the Charter School Proposal being submitted from Dovetail Consulting. It has a great deal of potential for assisting students in their preparation for the future. Also, it can provide school districts with an effective alternative program for preparing students for the world of work in the next century.

Sincerely,



Michael J. Savage, Ed.D.  
Executive Director

MJS/jg



# South Shore Elder Services, Inc.

"One of the Benefits of Growing Older"

639 Granite Street • Braintree, MA 02184 • Voice TDD: (617) 848-3910 or 383-9790 FAX: 843-8279

February 14, 1994

Dr. Piedad Robertson  
Secretary of Education  
COMMONWEALTH OF MASSACHUSETTS  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Dr. Robertson:

This is a letter to support the proposal submitted by Hull students, parents, educators and community members to establish a new community-based, public, alternative education program established on the interdisciplinary project-based model developed by Hull Environment and Service Corps of the Hull Public Schools.

South Shore Elder Services (SSES) is a private, non-profit agency that receives federal, state and private funds to provide a wide range of services to persons sixty and over in ten towns and the City of Quincy. As a regional Area Agency on Aging, we are mandated to coordinate elderly services in our communities and to identify unmet needs. We have a large number of volunteers providing a multitude of services but have identified many unmet needs that can be acquired by building community awareness through education, and by using the model developed with the Hull Public Schools of an Intergenerational Service Corps. This Corps has been trained in gerontology, supervised and coordinated by a VISTA volunteer placed by SSES with the school system, and has provided a variety of essential services to a frail, at-risk population.

SSES has developed a curriculum in gerontology that has been presented to several Hull teachers and to all Corps members. We have an agreement with Boston University School of Public Health and have sponsored fifteen volunteers to be certified in gerontology. We also have an agreement from the University of Massachusetts Gerontology Center to develop trainings that will give students advanced credits and teachers continuing education hours. We work closely with the Councils on Aging and the Corp to identify needy clients.

The staff of SSES has worked closely with the Corps and are committed to continue the in-kind services provided by and through our agency. We are also willing to continue Christine Bowden's role as the Coordinator of SSES' Intergenerational Programs and as a liaison between us and the Corp, and to commit the time of our



Community Services Director, Gena Leonard, on a Board level.

SSES has worked with Tim Anderson for several years, hiring him to work with our Board of Directors on development and to help write and submit proposals. He is the reason we started our intergenerational program in Hull. The Board and staff who have worked with him have found him to be creative, energetic and committed. He has a vision for his community. We anticipate working with Mr. Anderson in the future on the development of other community projects.

The students made a video about their training and direct work with clients. It is a tool we have used in presentations to show how barriers and prejudices are being broken by the interaction of students, staff and older members of the community - it is a very positive and exciting project.

If you need more information or have any questions, please feel free to call.

Sincerely,

*Edward J. Flynn Jr.*

Edward J. Flynn, Jr.  
Executive Director



GERRY E. STUDDS  
TENTH DISTRICT, MASSACHUSETTS

COMMITTEE ON MERCHANT MARINE  
AND FISHERIES  
CHAIRMAN

SUBCOMMITTEE ON ENVIRONMENT  
AND NATURAL RESOURCES  
CHAIRMAN

COMMITTEE ON ENERGY  
AND COMMERCE

SUBCOMMITTEE ON HEALTH  
AND THE ENVIRONMENT

SUBCOMMITTEE ON TRANSPORTATION  
AND HAZARDOUS MATERIALS



Congress of the United States  
House of Representatives

WASHINGTON  
237 CRESTON BUILDING  
WASHINGTON, DC 20515-2110  
202-226-3111

SOUTH SHORE 1-800-794-9911

QUINCY  
1212 HANCOCK STREET  
QUINCY, MA 02169

BROCKTON  
FEDERAL BUILDING  
166 MAIN STREET  
BROCKTON, MA 02401

PLYMOUTH  
226 WATER STREET, SUITE 401  
PLYMOUTH, MA 02360

CAPE COD AND ISLANDS 1-800-870-28

HYANNIS  
146 MAIN STREET  
HYANNIS, MA 02601

February 16, 1994

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Dr. Robertson:

I am writing to express my support for a proposal submitted by the Hull Environment and Services Corps (Corps) for the establishment of a South Shore Charter School in Hull.

The Corps proposal would build upon several years of existing experience in the fields of volunteerism, project-based learning and work-study in the fields of human services, the environment and communications.

The South Shore Charter School will operate within the context of long-term and ongoing environmental and elder services projects. The Corps is also seeking to expand into the child development field.

This community-needs based proposal has obvious advantages. It provides valuable services to the local communities -- thus building students' civic awareness -- and supplements classroom learning with valuable hands-on experience.

This proposal, in my opinion, is worthy of merit and I would request that you give it every possible consideration.

I appreciate your attention to this matter.

With kind regards.

Sincerely,

Gerry E. Studds

234



# SUFFOLK UNIVERSITY

Beacon Hill  
One Beacon Street  
Boston, Massachusetts 02108

Office of the President  
David J. Sargent

(617) 573 8220  
FAX (617) 573 8353

February 4, 1994

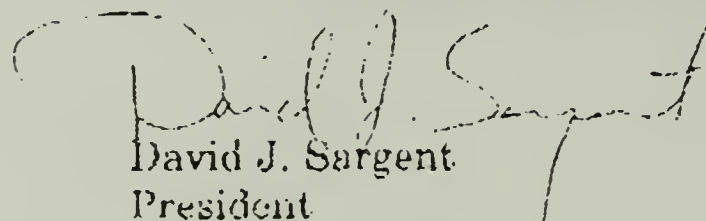
Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Secretary Robertson:

Suffolk University enthusiastically supports the proposal submitted by Dovetail Consulting to establish a Charter School, in the Town of Hull, that would serve the cities and towns of the South Shore. This is a unique and innovative proposal based upon the concept of using the junior year of high school for concentrated study in the fields of communications, early childhood development, environmental studies or human services. I believe that the proposal not only has much to offer the students whom it is designed to serve, but also has the potential to become a model for programs in other parts of the State and Country.

Suffolk University is proud of the partnerships activities it has engaged in with the Hull School System and looks forward to supporting the activities of the proposed Charter School. I believe the educational approach outlined in this Charter School proposal can make a significant contribution toward preparing students for success in higher education and for productive professional careers.

Sincerely,

  
David J. Sargent  
President

DJS/pjf



# *Town of Hull*

## OFFICE OF THE TOWN MANAGER

February 15, 1994

Dr. Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, MA 02106

Dear Secretary Robertson:

I am writing to enthusiastically support the proposal to establish a Charter School in Hull. The proposal has been developed by a variety of educators, students, parents, and community leaders under the guidance and leadership of Timothy Anderson of Dovetail Consulting. The proposal represents years of thoughtful discussion. Many aspects of the proposal have been successfully piloted here in Hull.

I have been very impressed by the work of the Hull Environment & Service Corps which is the basis of the 11th - 12th grade portion of the proposal. The Corps members have helped the elderly, disabled, environment and the morale of Hull. They are a true community asset.

The Charter School represents an exciting opportunity for the students and will further develop a new educational model. I believe that it will contribute to and enhance the Town of Hull's reputation.

I understand that there are many responsibilities associated with Hull hosting a Charter School. If we become one of the communities granted such a charter, we will endeavor to assure the Charter School's success.

Personally, as a former teacher and a new resident of Hull, I am delighted to be part of the Board of Trustees of the Charter School.

Sincerely,



Phillip E. Lemnios  
Town Manager

*Municipal Building, 253 Atlantic Avenue, Hull, MA 02045  
telephone (617) 925-2000 fax (617) 925-0224*



VERY  
SPECIAL  
ARTS  
MASSACHUSETTS

Aida S. Abrams  
President

Charles J. Washburn  
Vice President

Executive Office  
Fina Trade Center  
30ylston Street  
Second Floor  
Boston, MA 02116  
Tel: 350-7713  
Tel: 482-4298 (TDD/FAX)

Dr. Piadad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, MA 02108

February 11, 1994

Dear Secretary Robertson,

The application to establish the South Shore Charter School in Hull is a truly exciting and innovative proposal. VSAM has been a collaborator in project based learning with the Hull Environment & Service Corps at Hull Jr./Sr. High School and know that the model they have developed is extremely effective. We have worked with students on cultural access projects and have observed phenomenal growth and development in these students. As part of their training the members of the Cultural Access Team took a course offered by the Massachusetts Office on Disability and became certified as Community Access Monitors. This is a demanding program which required both detailed knowledge of disability related law and the ability to represent a state agency in the field. I cannot imagine a better course of study to give students both essential employment skills and a sense of accomplishment and purpose.

The intergenerational component of the project also has great potential. Traditional schools provide little or no opportunity for high school age students to explore the field of early childhood education, however, it takes only a little imagination to see that these students have a great deal to offer each other. From growth and human development to psychology and pedagogy the possibilities seem endless. Clearly, the young students will find the older ones a great resource for learning and they will all benefit from the nurturing and cooperation which will result.

I have worked with Tim Anderson and his colleagues at Dovetail Consulting for many years. Tim has many strengths as a leader, first among them is the ability to empower the people and organizations around him. He can help people develop a vision and master the resources needed to make it a reality. Tim is well suited to develop this project. He has the personal contacts that will be needed to insure that the community network which is the underpinning for the project is



in place and able to provide the students with tangible resources. Having worked directly with Tim on this project I can assure you that he will be tirelessly devoted to making the Charter School a resounding success that will serve the community and students well while providing a model for the interaction of community service and academic education.

Sincerely,

*Maida Abrams*

Maida S. Abrams  
President  
VSA Massachusetts

Handwritten text, possibly a signature or a small note, located in the center of the page. The text is illegible due to the quality of the scan.